

English grammar in familiar lectures

English grammar in familiar lectures : accompanied by a compendium : embracing a new systematick order of parsing, a new system of punctuation, exercises in false syntax, and a key to the exercises : designed for the use of schools and private learners /

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ENGLISH GRAMMAR FAMILIAR LECTURES, ACCOMPAMED BY I^>Z.^C *^~ A GOMPIINDUIW;
EMBRACI.G \ NEW SYSTEMATICK ORDER OF PARSIAG, A SEW SYSTEM OF PUNCTOATION, EXERCICES
IN FALSE SYNTAX AND A KEY TO THE XiXERCZSES: DESIGNED ?OR THE USE OF SCHOOLS AND PRIVATE
LEARNER? BY SAMUEL KIRKHAM SIXTH EDITION, ENLARGED AND MUCH IMPKOVEP. CIXrCXSTH'ATZ:
tUBLISFTEft BY N t G GUILFORD, \T THEIR BOOK FR NK-L,IN*S HEAD, 14, LOWER MARKET STEU^ 'jj^ ' '
-- -A^J: " M. O. F-IRJirSlfORTH. JR. PRINTERS. 1828, I^^H^^I^?'t^t

^^' j ^' |4 M**^ *-"/ f^m^a^^ DISTRICT OF OHIO, TO WIT: BE IT REMEMBERED, That on tho twenty-
sconii day of April. in the yt-ar of our Liird one thousand siglit hundred and twenty-snen, and in'tho
fifty-first)ear of the American Independence, SAMI'EI. KIRKI1;\M, of said district, hath deposited in
this office the title oi a book, tho riglit wliereof he claims as author and proprietor, in the V^^^yjt f^V
words following, to wit: EiiRlifh Grammar m familiar lectures, accompanied by a coinpeudium ;
embracing : now bysystematick order of parking, a new system of punctuatioii, exercises in (also vi!
ta\ and a key to the exercises: designed for the use of schools and jirivatc tearo- . ,>. Ily SAMUEL
KIKKHAM." In conformity to the Act of the Congrcis of the United States, entitled " An Act for iha
encouragement of learning, by securing the copies of maps, charts, and books, to t!ic authors and
proprietors of such copies, during the times therein mentioned ;" and, also, of tho Act entitled "
An Act supplementary to an Act (mlilled An Act for the cn- coura-reineiit of learnins, by securing
the copies of maps, charts, and books, to the au- thors and pro|irictors of such copies during
Hie lime therein mentioned, and extending ~ i tl'.creof to the arts of desigmiig, engraving, and
etching historical and otlier the b'ne6ts t WM. KEY BOND, Clerk of the District of Ohio THIS WORK
IS FOR SALE, IN ANY QUANTITIES, Iiy N. & G. GuilFORD, the publishers, Cincinnati; And is also sold,
wholesale and retail, by Mr. Cox. and Wm. Davis, Zanesville, O.; Mr. Palmer, Lexington, J. P. Morton K"

Co., Louisville^ Ky.; Johnston & Stockton, Pittsburgh; C. Kirkhnm, Bataviu, JV. Y.; Collins <V Co., 'YtTi) York; Mr. M^Carty, Philadelphia; J. London, Carlisle, a: d A. G. Shryock, Chamhersburgh, Pa.; Piobison A Co., Baltimore; P. Thompson, Washington, D. C.; and retailed by the principal beoksellors in the Union. ^ .v:%.i,^.?fc-

1 fifi^^v^^^^ KECOMiyCENBATIONS. The following arc some of the numerous testimonials received by ih'c ^iuthor^ for which he tenders his i^rattful acknowledgments to those literary gentlemen to whose liberality and politeness he is indebted fir the same. From his Excellency, DE WITT CLINTON, Govemour of New-York. I have looked into tho " Compendium of English Grammar, by t'amiel Kirkhnni," and coiitiidor it a work descrvmg of encouragemeiU, and well eaiiililated to facilitate the aciiuisation of this useful science. DE WITT CLINTON. Albany, Sept. '25, W-2i. From the Rev. MARTIN RUTER.D. D., Author of a "Hebrew Grammar." Mr. Kirkham, llaviii? examined witli t^ome attention your " Gntmmar in familijir Lectures;" I feel a pleasure in recomn'cndi'i^ it for the use of our schools and acade- mies. In the definitions, rules, and oider of arrangement, it possesses superior merit, and can not fail to lessen the labour of teachers and pupils. I hope it.will be examined by instructors of youth, particularly in the western country, and that it will leccive ex- tensive patronage. MARTIN RUTER. Cincinnati, August 5,1826. We fully concur in the feeniiments above advanced by Dr. Rutcr, in relation to Mr. Kirkham's Grammar. JOHN WINRIGHT, i JOHN L. TALBERT, fAcademic.il T. HAMMOND, (Iustructeid. JAMCS CHUTE,) The following is from the pen of a gentleman of the Bar, formerly a ditinguiscld, Cludsical teacher. Extract from the " National Crisis." As a friend to literature, and especially to genuine merit, it is with peculiar pleasure i allude to a notice in a late paper of this city, in which Mr. S. Kirkham prop>peB to deliver a course of Lectures on English Grammar. To such as fc^l interested in ac (uiring a general and practical knowledge of this useful science, an opportunity is now preBented which ought not to be neglected. Having myself witnessed, in several inetaii- ,ce, within the last ten months, the practical results of Mr. Kirkham'e plan, I am ena- *hled to give a decided opinion of its merits. The extensive knowledge acquired in one course by his class in Pittsburgh, and the grej'.t proficiency evinced by his classes els;>- where, are a demonstration of the utility and superiority of his method of teaching, and a higher encomium on him than I am able to bestow. The principles on which Mr. Kirkhams " New system of Grammar" is predicated, are judiciously compiled, and ha|iily and briefly expressed; but the groat merit of his work consists in the lucid illustrations accompanying the principles, and the simple and gradual manner in which it conducts ihe learner along from step to step through ihc fluccossive stages of the science. The explanations blended with the theory, are no dressed to the understanding of the pupil in a manner so familiar, that they can not fail to excite in him a deep interest; and whatever system is calculated to bring into requi- sition lhc mental powers, must, I conceive, be productive of good results. In my hum- hie opinion, the sy.'^teni of teaching introduced into this work, will enable a diligent pu- pil to acquire, without any other aid, a practical knowledge of grammar, in less thaji one-fourth part of

the time usually devoted. My views of Mr. Kirkham's system are thus publicly given, with the greater pleasure;—on account of the literary empiricisms which have been so extensively practised in many parts of the western country". GRAMMATICCS. Cincinnati, April 26, 1836. From Mr. JUNGSMANN, Principal of the Frederick Lutheran Academy. Having carefully examined Mr. Kirkham's new system of "English Grammar in familiar Lectures," I am satisfied that the pre-eminent advantages it possesses over our common systems, will soon convince the public that it is not one of those feeble effusions of quackery, which have so often obtruded upon our notice. To say that the author has brought into a small compass, a greater number of important principles, disencumbered of all unnecessary matter, than is comprised in almost any other elementary treatise on grammar, is not doing justice to the merits of his work. Its decided superiority

1 RECOMMENDATIONS, over all other systems, consists in adapting the subject matter to the capacity of the young learner, and the happy mode adopted of communicating it to his mind in a manner so clear and simple, that he can easily comprehend the nature and the application of every principle that comes before him. By teaching the young beginner to parse every part of speech systematically, as soon as it is explained to him, and by exercising him in false syntax, the theory of the science becomes happily blended with the practice; and thus his attention is immediately arrested, and his labours are rendered pleasing and advantageous. In short, all the intricacies of this science are elucidated so clearly, I am confident, that even a private learner, of common docility, can, by perusing this system attentively, acquire a better practical knowledge of this important branch of literature in three months than is ordinarily obtained in one year. If this work be generally adopted in schools, it will undoubtedly prove to be of great utility in the instruction of youth. JOHN E. JUNGSMANN. Frederick, Sept. 17, 1823. Extract from a communication by the Rev. E. SLACK, A. M., recently President of the Cincinnati College. Mr. S. Kirkham, Agreeably to your wish, I have examined, in some measure, the English Grammar which you handed me the other day, I was gratified with the simple and perspicuous method of elucidation which you have adopted in that manual. Though I feel disposed to object, in some small degree, to Mr. Murray's principles, yet I consider his work the best of the kind we have; and yours, for elementary instruction, a fair improvement upon his. With sentiments of respect, Cincinnati, April 23, 1826. ELIJAH SLACK—Extract from MORGAN NEVILLE, Esq., A. M. I have had much gratification in looking over the "English Grammar" of Mr. Samuel Kirkham; and I think it much better calculated to impart the elementary principles of this science, than any English school book I am acquainted with. I am pleased to find it becoming the popular book in many parts of Pennsylvania. Should Mr. Kirkham undertake a course of Lectures on Grammar in this city, I feel confident that the results will be beneficial to those who attend them. The rational view he takes of the subject, the plain and unassuming manner which distinguishes his explanations and illustrations, are admirably calculated to give a rapid insight into this science, so difficult as regards the English language. MORGAN NEVILLE. Cincinnati, April 29th, 1826. From the Rev. SAMUEL JOHNSTON,

A. M. Cincinnati, April 20th, 1826. Having, at the request of Mr. S. Kirkham, looked through his "English Grammar in familiar lectures," I am clearly of the opinion, that it possesses advantages v r any other system with which I am acquainted. It is admirably calculated to facilitate the young learner in this useful and important branch of literature ; and I can not but hope that it may be extensively circulated, and receive the merited patronage of those engaged in the education of the youth of our country. S. JOHNSTON. From the Rev. DAVID ROOT, A. M. Cincinnati, April 24, 1826. After a cursory examination of Mr. Kirkham's Grammar, I am satisfied that it is a work deserving of encouragement. The system is simple and perspicuous, and, in my apprehension, better calculated for the use of schools and academies, than any other of the kind extant. DAVID ROOT. From the Rev. C. B. M'KEE, A. M., late Prof, of Languages in the Cincinnati College. Cincinnati, April 24, 1826. Mr. Kirkham, Sir, Agreeably to your request, I have perused your "English Grammar in familiar Lectures," and am decidedly of opinion that yours, when compared with the present popular systems of grammar, is by far the best calculated to facilitate the progress of the student in acquiring a grammatical knowledge of the English language; and hesitate not to recommend its introduction (as an elementary book) into our schools and academies. C. B. M'KEE. From Mr. BLOOD, Principal of the Chambersburgh Academy. Philadelphia, It is now almost twenty years since I became a teacher of youth, and, during this period, I have not only consulted all, but have used many, of the different systems of English grammar that have fallen in my way; and, Sir, I do assure you, without the least wish to flatter, that your book exceeds any I have yet seen.

RECOMMENDATIONS. Your arrangement and systematic order of parsing are most excellent; and I am convinced of this, (having used it, and it only, for the last twelve or thirteen months), that a scholar will learn more of the nature and principles of our language in one fortnight from your system, than in a whole year from any other I had formerly used. I do therefore most cheerfully and earnestly recommend it to the public, and especially to those, who, anxious to acquire a knowledge of our language, are destitute of the advantages of an instructor. Yours, very truly, "A. P." Chambersburgh Academy, Feb. 12th, 1825. SAMUEL F. BLOOD. From Dr. LITTLE, Principal of the Western University of Pennsylvania, and Dr. BLACK, Professor of Languages in the same institution. We have been requested to express our opinion of your "English Grammar in Familiar Lectures by S. Kirkham." We have given it a cursory examination, and have no hesitation to recommend it as an excellent, elementary treatise. Indeed, for plainness, conciseness, and perspicuity, we think it superior to those of any other schools. Philadelphia, March 18, 1825. JOHN BLACK, D. D. I cheerfully concur in the above recommendation of Mr. Kirkham. From Dr. NEILL, President of Dickinson College, Carlisle, Pa. I have examined your "Grammar in Familiar Lectures," and find it a pleasure in saying that, in my opinion, it is a valuable work. It will be found particularly useful to teachers and young learners. I hope the book will be extensively used in schools and families, and that your laudable labours in this important department of English

bliterature,willbeamplyrewarded. Yours, respectfully, Carlisle, Nov. 16th, 1824. WILLIAM NEILL, D. D. Extract from a communication by the Rev. Dr. BROWN, Pres't of Jefferson College Having perused, with some attention, Mr. S. Kirkham's " Compendium, &c. of English Grammar," I am satisfied that it is a work deserving of encouragement, especially in common schools and academies. The system is simple and perspicuous ; and, by requiring an immediate application of the rules and definitions as the pupil advances, it is well calculated to awaken the attention, and to impart accurate and lasting impressions. Canonsburgh, Pa., March 13, 1835. MATTHEW BROWN, D. D. from Dr. ALDEN, President of Alleghany College. I have had an opportunity to examine Mr. Kirkham's " English Grammar in Familiar Lectures," and I cheerfully say, for the encouragement of the author in his laudable enterprise, and for the information of those with whom my opinion may be of any avail, that I think this system worthy of public patronage ; because, its plan is good and well executed ; because, it is better adapted, than the generality of such works, to the capacity of the youngest learners: because, with competent instructions, the tyro will be rapidly carried to a clear understanding of a abstruse but important science ; and because, it is better calculated, than any I recollect to have seen, to aid all such teachers of schools, as are imperfectly acquainted with English Grammar, &c. Meadville, M., June, 1836. TIMOTHY ALDEN, D. D. From the Academic Board of the City of Alleghany. Mr. Kirkham, Sir, I have examined your Lectures on English Grammar with that nicety of minuteness which enables me to yield my unqualified approbation of the whole grammatical system. The engaging manner in which you have explained the elements of grammar, and accommodated them to the capacities of youth, is an ample illustration of the utility of your plan. In addition to this, the critical attention you have paid to an analytical development of grammatical principles, while it is calculated to encourage the perseverance of young students in the march of improvement, is sufficient also, to encourage the researches of the literary connoisseur. I trust that your valuable compilation will be speedily introduced into schools and academies. I shall certainly introduce it into mine. With respect, yours, Wm Pittsburgh, March 2nd, 1825. R. SMITH, A. M. With the above recommendation I also heartily concur, and shall endeavour to introduce Mr. Kirkham's Grammar into my school, under a thorough superiority over any now in use. V. B. M. G. My opinion in favour of Mr. Kirkham's Grammar, perfectly expressed by Mr. Smith. J. J. P. 1st m

VI. RECOMMENDATIONS. From the Commencement address to S. Kirkham by the Rev. J. STOCKTON. Dear Sir, I am much pleased with both the plan and execution of your " English Grammar in Familiar Lectures." In giving a systematic mode of parsing, calculated to exercise the understanding and memory of the pupil, and also to facilitate the progress of continued interrogation, you have made your grammar what every elementary textbook ought to be, plain, systematic, and easy to be understood. This, with the copious definitions in every part of the work, and other improvements, so judiciously introduced, gives it a decided superiority over the imperfect grammar of Murray, now so generally used. JOSEPH STOCKTON, M. A. Alleghany-town, March 18, 1825.

Testimonies of the most flattering character, have also been received from the following literary gentlemen, most of whom are classical, academical, or common school instructors, who have introduced the work into their respective institutions.* Those marked with a T. are teachers. Cincinnati. Zanesville. J. L. Wilkins, D. D. J. Locke, M.D., T. B. Storck, Esq. Rev. Mr. Calhertson, Rev. G.C. Sedgwick, T. W.C. & M. Colerick, T. J. M'Cormick, T. C. W. Adams, T. David Berry, T. L. Hearne, T. J. Lyons, T. Wm. McKay, T.) Panic Oliver, T. J. Lockwood, T., Lancaster. Isaacs. Britton, T., Urhona. Rev. S. .. Bradstreet, L. Rice, T. O. Matthew, T. D. Ljun, Esq., Rmimna David L. Coe, T., Warren. S. W. Recder, T., Xenia. ^'. Liiccock, T., Wuoster. M. C. Cunniniham, T. "B.jMichener, T. \ Canton A. Miinks, T. S. M'Corn.ick, T. .JohnM'Bean,T. Lrastus Dewey, T., PHeton. Wm. M'Clure, T., Somerset Rev. E. Breton, > Wm. H. Fitch, 5 Louis^ ville. J Chillicolhe. Maiietia. C/eavc- land. Cadis. Youngsloivn IN KENTrCKY. Rev. J. N. BlacklTurn.T." Rev. John Thomson, T. Wm. L. Mitchell, T. Rev. C. Eanks,A.M.,T. Brooke Hill, T. M. Butler, T. Charles P. M'Crahan, Robert W. Ingram, T., ^lugusta. Anthony Frame, T., Xeucastlc. B. H. M'Cown, T., Bardslown. John B. Hays, T., Glasgow. Beniah Robinson, T., Elkton. Wm. Rennells, T., Springfield. Thomas Cheek, T., Hoiclingreen. J. Gayle, T., Russehille. Wm. Dickinson, T., Lexington. IK INDIANA. Beaumont Parks, T. 1 Daniel Chute, T. V Madiscn. Howel Crawford,) John J. Morrison, Salem. , James Perry, T., Liberty. Rev. John Todd, Charlestou-n. IN THE DIST. COLUMBIA. Rev.J.Sternes,A.B.,T.) ^,- , John M'Lcod, T. (""fl R. Kirkwood, T. (>, S. Newton, r.) ^" Doct. E. O. Fifield, T.) .ilexan- T. Waugh, 3',, ^ dria. * Many recommendations of this work are not, at present, in the possession of the author ; which is his apology for omitting the names of those by whom they were warranted. \

I RECOMMENDATIONS. VII R. Oilld, T. } r, . D. M'Ciir.ly, T. \ (Georgetown. In Md. Rev. R. H. Davi, T. Baltimore. Rev. S. Kciox, A. M. T. \ , Rev. P. Daviilson, T. (*". Rev. D.F.Soh;icffer,A.M.^ Y"" S. Markel, T.) """" Wni. Bennet, T.) . W. Rafferty, D. D. I "n'9^"-- In Fa. F. Tillet, T. Winchester. W. H. Ro^rs, r. P7. Pleasant. J. Cubic, T. Parkcrsburg/i. In Penn^a. Rev. E. P. Swift, A. M. T Hod. C. Shaler, 'as. Ap;npvr, A. IT. M. D Dr. John T. Stoxe, \Pilts- Walter Scott, T. I burgh Kfiward Carr, T. A. M'Arthur, T. J Rev. A. M'Clelland, ^ Rev. Georife Duffield, I Rev. B. Keller, | Rev. J. Spencer, A. M. >. Carlisle. Rev. J. S. Ebaigh, Doctor Chambers, Henry Wales, T. Rev. N. Todil, T.\ Ira Dav, T. \ "" arrisburgh. Rev. J. F. Gricr, T. A. & J. Lutwychc, T. T, H. Qiiinan, r. \-Reading M. T.Leavenworth,r. i J. Davies, T. J J. D. Biles, Esq. T.-i Wm. Ferguson, T. \ Womelsdorf. .P. Lynch, r.) Ellis Hughes, T. Danville. J. Warden, T. Mrtkumberland. Richard E. Stoxc, T.) Grcns- h. M. Biddle, T. S burgh. Rev. C. Wheeler, T. \ S. Woods, T. P. Potter, r. D. Hunt, T. Rev. J. D. Bausman, D. Robinson, T. M. F. M'Sherry, T. J. Binns, T. Uni^ntown. C. Gillet. T.) John Harris, T. \ Somerset, John Kelley, T. Mercer. J. Alageean, T.) E. D. Gunnison, T. \ Rev. A. V. Patterson, JT<Pfeaj'r J. J. Schober, T. lierlinville. J. Parks, T. M'Conneville. Wm. Clemens, T. Connersville. In JVew York. John Van Ness Yates. Albany. Rev. G. Crawford,) . , n. James, T. \ ^"Jl'-^o- J. Cocliran, T, J. Nixon T. J- Batavia R. Martin, T. f Wash- i inglon- Brownf- ville. Erie. ADVERTISEMENT TO THE rITTH BDZTZOZJ-. To those teachers who adopted the second edition of this work, a few remarks with, perhaps, not

be deemed obtmsivo. The improvements of tlie third lition, were con mjerable and important. They consisted in the addition of more than fifty pages of useful matter, containing, among other things, a new sjstem of Punctuation, many valuable principles not embraced in any former editions, and an amplification of every part of the subject, in the ffth e-Jition, twelve pages more have been added. These contain an enlargement of Punctuation, the Figtues of Speech, and other useful addi.. tions. But notwithstanding all the changes which the work has uidergope, tIM general arrangement of tjio early editions has been preserved ; so that no great inconvenience can arise, from the using of the second, third, fourth and fifth editions in the same clas? CinciKKatig Jane 12,1S37. THE AUTHOR,

CONTENTS. fjtctufe 1. General divisions of Grammar lliilos of Spelling:, - - - 11. Etymo!op;y and Syntax, Of N'outis, - . - Of Verbs, iVominative case of Nouns, Of Neuler Verbs, - - - Of the Possessive case of Nouns, Page Orthography, 19 21 2.5 26 33 34 37 Of the Objective case of Nouns & TransitiveVerhs, 40 Of Active Intransitive Verbs, Of .\rticles, - - - " Of Adjectives, - - - - Of Participles, - - - - Of \dv-rbs, - - - - Of Prepositions, Of Compound Verbs, Of Pronouns, Persona , Of Adjective Pronouns, Of Relative Pronouns, Of the Relatives, Thai and What, Of Conjunctions, a Sentence, &c. X. Of Interjections,..... Cases of Nouns, Nominative case Independent. Ahsolute, &c. XI. or the Moods and Tenses of Verbs, - ' Signs of the Moods and Tenses, - 117, Of the Conju?:ation of Regular Verbs, Of Irregular Verbs, 111. IV. V. VI. VII. VIII. iX XII. XIII. XIV 41 48 52 69 G4 70 74 75 86 rg 90. r2 ii;o 105 1(7 U9 112 118 l;8 U4 Of the Auxiliary, Passive, and Defective Verbs, 129 Conjugation of the Neuter Verb to Be. Of Passive Verbs. Active, Passive, and Nei uter 133 136 142 147 Notriinatwes, - - - Of Defective Verbs, Poetry transposed, . . - Derivation, - - - - ',,, , Recapitulation of the Rules of Syntax, Additional Exercises in False Syntax, &c. - 150' Provinci;ilisms, - - - " " " Prosody,..... ' ^"^. Punctuation,..... ""^ Figures of Speech, - - - - 180 Key to the exercises, 189

:iF:~iiriL@ie There appears to te something assuming in the very act of publishing a new worit; for who would presume to thrust a new volume into publick notice, unless he conceived it to be, in some respects, superior to every work of the kind which had preceded it? In presenting to the publick this system of English Grammar, which professes to secure uncommon advantages to the learner, the author is aware that the motives by which he is ac- tuated, will naturally be demanded of him; but, at the same time, he is apprehensive that no explanation or apology, on his part, can shield him from the imputation of arrogance; especially by those disciples of dulness who seem, as it were, wedded to the doctrines and opin- ions of their predecessors. If, however, it prove success- ful in facilitating the progress of youth in the march of mental improvement, time will show that no apology is necessary. When we bring into consideration the many gram- matical productions of those learned philologists who have laboured so long, and so successfully, in establishing the principles of our language; and, more especially, when we view the labours of some of our modern com- pilers, who have displayed so much ingenuity and acute- ness in arranging those principles

in such a manner as to form a correct and an easy medium of mental conference; perhaps it may be considered weakness or presumption in him who now ventures upon a subject which has employed so many able pens. The author is actuated, however, by the conviction, that most of his predecessors are very deficient, at least in manner, if not in matter; and this conviction, he believes, will be corroborated by public opinion. Many valuable improvements have been made by some of our late writers, who have endeavoured to simplify and render this subject intelligible (if it is)" \

PREFACE. ble to the young learner, it is true; but they have all overlooked one very important point, namely, a systematic order of parsing. By some this system will, no doubt, be discarded on account of its simplicity; whilst to others its simplicity will prove its principal recommendation. Its design is an humble one. It proffers no great advantages to the recondite grammarian; it professes not to instruct the literary connoisseur: it presents no superior graces of style to charm, no daring flights to astonish, no deep researches to gratify him; but, in the humblest simplicity of diction, it attempts to accelerate the march of the juvenile mind in its advances in the path of science, by dispersing those clouds that so often bewilder it, and removing those obstacles that generally retard its progress. In this way it renders interesting and delightful, a study which has hitherto been considered tedious, dry, and irksome. By adopting a correct and an easy method, in which pleasure is blended with the labours of the learner, it is calculated to excite in him a spirit of enterprise, which shall call forth every latent energy of his mind into vigorous and useful exercise; and thus enable him soon to become thoroughly acquainted with the nature of the principles, and with their practical utility and application. Content to be useful, instead of being brilliant, the writer of these pages has endeavoured to shun the path of those whose aim appears to have been to dazzle, rather than to instruct; and believing the public good to be a consideration more than tantamount to self-gratification, he has, in some instances, sacrificed his own opinion to public prejudice. As he has aimed not so much at originality as utility, he has adopted the thoughts of others whenever he could not, in his opinion, furnish better and brighter of his own. Aware that there is, in the public mind, a strong predilection in favour of the doctrines contained in Mr. Murray's grammar, he has thought proper, not only from motives of policy, but also from choice, to select his principles chiefly from that work: and, moreover, to adopt, as far as consistent with his own view,

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the language of that eminent philologist. In no instance has he varied from him, unless he conceived that, in so doing, some advantage would be gained. He hopes, therefore, to escape the censure so frequently and so justly awarded to those unfortunate innovators who have most unceremoniously altered, mutilated, and tortured the text, merely to gratify an itching propensity to figure in the world as authors, and gain an ephemeral popularity, by arrogating to themselves the praises due

to another. The author does not feel disposed, liowvevcr, to dis- claim all pretensions to originality; for, although his principles are chiefly selected, (and who would presume to make new ones?) the manner of arranging, illustrating, and simplifying them, is principally his own. He has en- deavoured to condense all the most important subject matter of the whole science, and present it in a compass so small, as to enable the learner to become familiar with it in a short time. But (he improvements of the work, (if it possesses any,) consist mostly in the plan, or method adopted of communicating a knowledge of the science to the mind of the learner. The plan is designed to em- brace all the real improvements of our modern authors combined. Whether this design is successfully or unsuc- cessfully executed, is left for the publick to decide. The general adoption of this work into schools wherever it has become known, and the ready sale of yowrfeen thousand copies, are favorable omens. That it is deficient, none can be more sensible than the autlior. Its deficiencies arise from two sources, want of skill in the writer, and the imperfections of the language. A writer on English grammar, finds himself encountered by the anomalies and imperfections of the language. To avoid all errors, is therefore impossible. But principles must not be re- jected because they admit of exceptions. He who is well acquainted with the genius of our language, can duly appreciate the truth of these remarks. Bearing constantly in mind his main object, the author has left it for those who are more deeply skilled than himself in the science of our language, to new model its principles. These he has taken up in that form which : '^

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r- su PREFACE. he knew to be popular, and has contented himself by en- deavouring to adapt them to the understanding of ilie young learner; believing, at the same time, that had he attempted more, he would have accomplished less. On a first view of this subject, it appears as if, by following the analogy of our language, some parts of it might be ren- dered a little more simple. By rejecting, for instance, the names of the four compound tenses of tlie verb, the objective case of the noun, and even some whole classes of words which are commonly considered as distinct parts of speech, some writers have vainly supposed that great good might be effected. They appear, however, to have overlooked this important fact, that, although they may reject the names of these tenses and cases, they can not discard the expressions that compose them; and, to say nothing of the inaccuracy of such a course, as all these various forms of expression must be learned and applied to practice by the student, it is plain, that nothing can be gained by a simplification that would give only tv>o names to six distinct modes of expression. Had the author extended his plan, as was desirable, t a still greater degree of simplicity, it would necessarily have rendered it more copious; a course altogether in- compatible with the designed brevity of his work. Teach- ers accustomed to the use of Mr. Murray's large volume of exercises, may deem those arranged in this treatise not sufficiently extensive; but it is believed, nevertheless, that for all ordinary, practical purposes, they will be found

sufficiently numerous and varied. No one ought to look for perfection in a performance of this kind; and he who does not know, that all the advantages of a large octavo, can not possibly be comprised in a condensed epitome, has not yet learned the first principles of criticism. * * Should parents object to the Compendium, fearing it would be soon destroyed by their children, they are informed, that the pupil will not have occasion to use it one tenth part as much as he will the book which it accompanies: and besides, if it be destroyed, he will find all the definitions and rules which it contains, recapitulated in the series of Lectures.

It is to be HIXTTS TO TEACHERS & FRXVA.TE XiEARXTERS. As this work proposes a new mode of parsing, and pursues an arrangement essentially different from that generally adopted, it may not be deemed improper for the author to give some directions to those who may be disposed to use it. Doubtless, those who take only a slight view of the order of parsing, will not consider it new, but a mode long since adopted. Some writers have attempted plans somewhat similar; but in no instance have they reduced them to a regular system. The methods which they have suggested, generally require the teacher to interrogate the pupil as he proceeds; or else he is permitted to parse without giving any explanations at all. The systematick order laid down in this work, if pursued by the pupil, compels him to apply every definition and every rule that appertains to each word he parses, without having a question put to him by the teacher; and, in so doing, he explains every word fully as he goes along. This course enables the learner to proceed independently; and proves, at the same time, a great relief to the instructor. The convenience and advantage of this course, are far greater than can be realized by one who is unacquainted with it. The author is, therefore, anxious to have the absurd practice, wherever it has been established, of causing learners to commit and recite definitions and rules without any simultaneous application of them to practical examples, immediately abolished. This system obviates the necessity of pursuing such a stupid course of drudgery; for the young beginner who pursues it, will have, in a few weeks, all the most important definitions and rules perfectly committed, simply by applying them in parsing. If this plan be once adopted, it is confidently believed, that every teacher who is desirous to consult, either his own convenience, or the advantage of his pupils, will readily pursue it in preference to any former method. This belief is predicated on the advantages which the author himself has experienced from it in the course of several years' instruction. By pursuing this system, he can, with less labour, advance a pupil farther in a practical knowledge of this abstruse science, in twelve months, than he could in one year when he taught in the "old way." It is presumed that no instructor who once gives this system a fair and an effectual trial, will doubt the truth of this assertion. Perhaps some may, on a first view of the work, disapprove of the transposition of many parts; but whoever examines it attentively, will find that, although the author has not followed the common "artificial and unnatural arrangement adopted by most of his predecessors," yet he has endeavoured to pursue a more judicious one, namely, "the order of the understanding." The learner should commence, not by

committing and rehearsing, but by reading attentively the first two lectures several times over. He ought then to parse according to the systematick, order, the examples given for that purpose; in doing which, as previously stated, he has an opportunity of committing all the definitions and rules' Wanjing to those parts of speech included in the examples. B "I n .1^1;

XIV HINTS TO TEACHERS. The Compendium, as it presents to the eye of the learner a condensed but comprehensive view of the whole science, may he properly considered an " Ocular Analysis of the English language." By referring to it, the young student is enabled to apply all his definitions and rules from the very commencement of his parsing. To some this mode of procedure may seem rather tedious; but it must appear obvious to every person of discernment, that a pupil will learn more by parsing five words critically, and explaining them fully, than he would by parsing fifty words superficially, and without understanding their various properties. The teacher who pursues this plan, is not under the necessity of hearing his pupils recite a single lesson of definitions committed to memory ; for he has a fair opportunity of discovering their knowledge of these as they parse. All other directions necessary for the private learner, as well as for the learner in school, will be given in the succeeding pages of the work. Should these feeble efforts prove a saving of much time and expense to those young persons who may feel disposed to pursue this science with avidity, by enabling them easily to acquire a critical knowledge of a branch of education so important and desirable, the author's fondest anticipations will be fully realized; but should his work fall into the hands of any who are expecting, by the acquisition to become grammarians, and yet have not sufficient perseverance to make themselves acquainted with its contents, it is hoped, that the blame for their non-improvement, will not be thrown upon him. Let that glorious treasure of this art would find, Must store its elemental beauties in his mind. S. KIRKHAM. Fredericktown, Md., August 22, 1823. To those intelligent and enterprising gentlemen who may feel disposed to lecture on this plan, the author takes the liberty of suggesting a few hints by way of encouragement. Any judicious grammatical instructor will, if he take the trouble to make himself familiar with the contents of the following pages, find it perfectly easy to pursue this system. One remark only, to the lecturer, is sufficient. Instead of causing his pupils to acquire a knowledge of the nature and use of the principles by intense application, let him communicate it verbally ; that is, let him first take up one part of speech, and, in an oral lecture, unfold and explain all its properties, not only by adopting the illustrations given in the book, but also by giving others that may occur to his mind as he proceeds. After a part of Speech has been thus elucidated, the class should be called upon it, and then taught to parse it, and correct errors in composition under the rules that apply to it. In the same manner he may proceed with the other parts of speech, observing, however, to recapitulate occasionally, until the learners shall have become thoroughly acquainted with whatever principles may have been presented. If this plan be faithfully pursued, rapid progress, on the part

of the learner, will be the inevitable result; and that teacher who pursues it, can not fail of acquiring distinction and an enviable popularity. S. KIRKHAM.

FAMILIAR LECTURES ON THE ARTS AND SCIENCES. LECTURE I. OF GRAMMAR.

ORTHOGRAHY. I. TO THE YOUNG LEARNER, You are now about to enter upon one of the most useful, and when rightly pursued, one of the most interesting studies in the world. If, however, you, like many a misguided youth, are under the impression that the study of grammar is dry and irksome, and a matter of little consequence, I trust I shall succeed in removing all such absurd notions and prejudices from your mind; for I will endeavour to convince you, before I close these lectures, that it is not only an interesting and a pleasing study, but one of real and substantial utility; a study that tends to adorn and dignify human nature, and meliorate the condition of man in society. Should you ever pursue the flowery paths of science, you will see the truth of these remarks demonstrated in a thousand instances; and find that a knowledge of grammar is indispensably requisite; for it opens the door to every department of learning. And if you should not aspire at eminence in a scientific course, you may rest assured, that this is a branch of education essentially useful to all, even to those who are destined to pass through the humblest walks of life. You have undoubtedly heard some persons assert, that they could speak and write correctly, or, at least, so as to be understood, without a knowledge of grammar. But if you are in the habit of noticing those scenes that daily transpire in the world,

rather than the reverse of this assertion, for it is not always true. From a want of grammatical knowledge, many often express their ideas in a manner so improper and obscure, as to render it impossible for any one to understand them; their language amounting not only to bad sense, but nonsense. In other instances several different meanings may be affixed to the words they employ; and what is still worse, is, that not unfrequently their sentences are so constructed, as to convey a meaning quite the reverse of that which they intended. Nothing can be more worthy of your attention, than the acquisition of grammatical knowledge. Notwithstanding the utility of this science, it presents many intricacies which are somewhat difficult for the youthful mind fully to comprehend. I shall therefore, as I proceed, make use of plain language, and endeavour to illustrate every principle in a manner so clear and simple, that you will be able, if you exercise your mind, to understand its nature, and apply it to practice, as you go along; for I would rather give you one useful idea, than fifty high sounding words, the meaning of which you would probably be unable to comprehend. And I wish you particularly to remember, that I am all the while conversing with yourself, even you who are now reading these lines, and not with somebody else. If you do, I presume you will not pursue the absurd and ridiculous course of reading without thinking; of merely pronouncing the words without attending to their meaning; but I trust you will reflect upon every sentence you read, and

endeavour, if possible, to comprehend the sense: for, unless you bring into requisition your mental powers, you would do better not to read at all. The English Language is principally derived from the Saxon, Danish, Celtic, and Gothic; but in the progressive stages of its refinement, it has been greatly enriched by accessions from the Greek, Latin, French, Spanish, Italian, and German languages. The number of words in our language, after deducting proper names, and words formed by the inflections of our verbs, nouns, and adjective? is estimated at about forty thousand.

17 GRAMMAR. "Grammar is the science of language. Grammar may be divided into two species, universal and particular. :_ Universal Grammar explains the principles which are common to all languages. Particular Grammar applies those general principles to a particular language, modifying them according to its genius, and the established practice of the best speakers and writers by whom it is used. Hence, The established practice of the best speakers and writers of any language, is the standard of grammatical accuracy in the use of that language. By the phrase established practice, is implied reputable, national, and present usage. The best speakers and writers, or such as may be considered good authority in the use of language, are those who are deservedly in high estimation; speakers, distinguished for their elocution and other literary attainments, and writers, eminent for correct taste, solid matter, and refined manner. i Language, in its most extensive sense, implies those signs by which men and brutes communicate to each other their thoughts, affections, and desires. -Language maybe divided, 1. into natural and artificial; 2. into spoken and written. "Natural Language consists in the use of those natural signs which different animal employ in communicating their feelings one to another. The meaning of these signs all perfectly understand by the principles of their nature" This language is common both to man and brute. The elements of natural language in man, may be reduced to three kinds; modulations of the voice, gestures, and features. By means of these, two savages who have no common, artificial language, can communicate their thoughts in a manner quite intelligible; they can ask and refuse, affirm and deny, threaten and supplicate; they can traffick, enter into contracts and plight their faith. /The language of brutes consists in the use of those inarticulate sounds, by which they express their thoughts and affections. Thus, the chirping of a bird till the bleating of a lamb, the neighing of a horse, and the howling, whining and barking of a dog, are the languages of those animals respectively. ~ B ?

18 GRAMMAR. Artificial Language consists in the use of words, by means of which mankind are enabled to communicate their thoughts to one another. In order to assist you in comprehending what is meant by the term -word, I will endeavour to illustrate the meaning of the term * Idea. The notions which we gain by sensation and perception, and which are treasured up in the mind to be the materials of thinking and knowledge, are denominated ideas. For example, when you place your hand upon a piece, of ice, a sensation is excited which we call coldness. That faculty which notices this sensation or change produced in the mind, is called perception; and the abstract notion itself,

or notion you form of this sensation, is denominated an idea. 'I'his being premised, we will now proceed to the consideration of words. Words are articulate sounds, used by common consent, not as natural, but as artificial signs of our ideas. Words have no meaning in themselves. They are merely the artificial representatives of those ideas affixed to them by compact or agreement among those who use them. In English, for instance, to a particular kind of metal we assign the name gold; not because there is, in that sound, any peculiar aptness which suggests the idea we wish to convey, but the application of that sound to the idea signified, is an act altogether arbitrary. Are there any natural connexion between the sound and the thing signified, the word gold would convey the same idea to the people of other countries as it does to ourselves. But such is not the fact. Other nations make use of different sounds to signify the same thing. Thus, 'aurum' denotes the same idea in Latin, and in French. Hence it follows, that it is by custom only we learn to annex particular ideas to particular sounds. Spoken Language or speech is made up of articulate sounds uttered by the human voice. The voice is formed by air which, after it passes through the glottis, (a small aperture in the upper part of the wind-pipe,) is modulated by the action of the throat, palate, teeth, tongue, lips, and nostrils. Written Language. The elements of written languages consist of letters or characters, which, by common consent and general usage, are combined into words, and thus become the ocular representatives of the articulate sounds uttered by the voice.

19 ENGLISH GRAMMAR. English Grammar is the art of speaking and writing the English language with propriety. Grammar teaches us how to use words in a proper manner. The most important use of that faculty called speech is to convey our thoughts to others. If, therefore, we have a store of words, and even know what they signify, they will be of no real use to us unless we can also apply them to practice, and make them answer the purposes for which they were invented. Grammar, well understood, enables us to express our thoughts fully and clearly; and, consequently, in a manner which will defy the ingenuity of man to give our words any other meaning than that which we ourselves intend them to express. Grammar is divided into four parts; 1. Orthography, 2. Syntax, 3. Etymology, 4. Prosody. - Orthography teaches the nature and powers of letters, and the just method of spelling words. Orthography means word-making, or spelling. It teaches us the different kinds and sounds of letters, how to combine them into syllables, and syllables into words. As this is one of the first steps in the path of literature I presume you already understand the nature and use of letters, and the just method of spelling words. If you do it is unnecessary for you to dwell long on this part of grammar which, though very important, is rather dry and uninteresting, for it has nothing to do with parsing or analyzing language. And, therefore, if you can spell correctly, you may begin with Orthography, and commence with Etymology and Syntax. Orthography treats, 1st, of Letters, 2dly, of Syllables, and 3dly, of Words. I. Letters. A letter is the first principle, at least part, of a word. 1. A letter is

-r 20 ORTHOGRAPHY. m The English Alphabet contains twenty-six letters. They are divided into vowels and consonants. A vowel is a letter that can be perfectly sounded by itself. The vowels are a, e, i, o, u, and sometimes m; and y. W and y are consonants when they begin a word or syllable; but in every other situation they are vowels. A consonant is a letter that can not be perfectly sounded without the help of a vowel; as, b, c, d, f, g, h, k, l, m, n, p, q, r, s, t, v, x, z. All letters except the vowels, are consonants. Consonants are divided into mutes and semi-vowels. The mutes can not be sounded at all without the aid of a vowel. They are b, p, f, d, k, and c and g hard. The semi-vowels have an imperfect sound of themselves. They are w, l, m, n, r, v, s, z, x, y and c and g soft. Four of the semi-vowels, namely, l, r, n, and m, are called liquids, because they readily unite with other consonants, and flow, as it were, into their sounds. A diphthong is the union of two vowels, pronounced by a single impulse of the voice; as, oi in voice, ou in sound. A triphthong is the union of three vowels, pronounced in like manner; as, eai in hew, ieu in view. A proper diphthong has both the vowels sounded; as, ou in ounce. An improper diphthong has only one of the vowels sounded; as, oa in boat. II. Syllables. A syllable is a distinct sound, uttered by a single impulse of the voice; as, a in ant. 'a' in 'at'. 'Spelling is the art of rightly dividing words.

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RULES FOR SPELLING. 21 into their Syllables, or of expressing a word by its proper letters. A word of one syllable, is termed a Mono- syllable; a word of two syllables, a Dissyllable; a word of three syllables, a Trissyllable; a word of four or more syllables, a Polysyllable. III. Words. Words pre- articulate sounds, used by common consent, as signs of our ideas. Words are of two sorts, primitive and de- rivative. A primitive word is that which can not be reduced to a simpler word in the language; as, nan, good. A derivative word is that which may be re- duced to a simpler word ; as, nianjut, goodness.

RULES FOR SPELLING. Rule 1. Monosyllables ending in y, l, or s, double the final or ending consonant when it is preceded by a single vowel; as, staff, mill, pass. Exceptions; of, if, as, is, has, was, yes, his, this, us, and thus. False Orthography for the learner to correct. Be tliou like thr galr, that moves the gras, to those who ask thy aid. The aged hrru comes forth on his staf; his grey hair glitters in the beam. Sha! mortal man be more just than God? And that is not the lark, whose notes do beat The vaulty heaven so high above our heads: I have more care to stay, than wil t go. Rule II. Monosyllables ending in any consonant hut f, l, or s, never double the final consonant when it is preceded by a single vowel; as, man, hat. Exceptions; add, ebb, butt, ti^f, odd, err. inn, bunn, purr, and buzz. h'ahe O'lhography. None ever went sadd from Fineal. He re- joiced over 1 is sonn. Clonar lies bleeding on the bcdd of death. The weary sunn hath made a golden sett, And, by the bright track of his golden oarr, Gives token of a goodly day to-morrow. fi-?<;ji 111 Words ending in y, fjrtn the plural of nouns, the persons of verbs, participial nonns, past participles, compa- ratives, and superlatives, by changing y into i, when the ^

^^ ORTHOGRAPUV. is preceded by a consonant; as, spy, spies: I carry, thou car' riest, Ke carries; carrier, carried; happy, happier, happiest. The present participle, in iig, retains the y that i may not be doubled; as, carry, carrying. But when y is preceded by a vowel, in such instances as the above, it i^ not changed into t; as. boy, boys; I cloy, he cloys; except iq the words lay, pay,a.ni\ say; from which are formed laid, paid, and said; and their compounds Un- laid, unpaid, &c. False Orthography. Our fancys shoulil be pjoterned bj rca=on. Tliou wearyest tlivself in vain. He (icnjd biinsolf all sinful plea> sures. Win straiinp sonls with modesty and love; Cast none away. The truly good man is not dismaied bv poverty. Rule IV. When words ending in y, assu'ie an additional syllable beginning with a consonant, the y, if it is preceded by a consonant, is commonly changed into i; as, happy, hap>- pity, happiness. But when y is preceded by a vowel, in such instances.it is very rarely changed into i; as, coy, coyless; boy, boyish, boyhood; joy, joyless, joyful. False Orthography. His mind is uninfluenced by fancyful hu- mours. The vessel was heavily laden. When we act against con- science, wo become the dcstroiers of our own peace. Christiana, mayden of heroic mien! Star of the north 1 of northern stars the queen'. Rule V. Monosyllables, and words accented on the last syllable, ending with a single consonant that is preceded by a single vowel, double that consonant when they assume another syllable that begins with a vowel; a.s. wit, witty; thin, thinnish; to abet, an abettor. But if a diphthong precedes, or the accent is not on the last syllable, the consonant remains single; as, to toil, toil- ing; to offer, an offering; maid, maiden. False Orthngraphij/. The bii'iness of to-day, should not be sc- fered till ti-morrow. That law is annuled. At sumraor rve, when heaven's aerial bow Spans with bright arch the g'.iltorrinc; hills below. Th'is mourned the haple-s man : a lliundprini!' sound Rnllcd round the shuflderring walls and shook the ground. R'LE VI. Words ending in double t, and taking ness, less ly,or fill, after them, generally omit one /; as.;;/.' , skill,'ss. fill hi. skilful. But words ending in any double letter but /, and taking Si

RULES FOK SPELLING, ?3 ness, lessjij, orful, after them, preserve the letter double; as, harinUssness, carelessness, carelessly, stiffiy, successful. False Orthography. A chillnqss generally precedes a fever. H is wed to dullness. The silent stranger stoofl amazed to see Contempt of ivealth, and willful poverty. Restlcsness of mind impairs our peace. The road to the blisful regions, is as open to the peasant as to the king. Rule VII. Kess. less, ty, or ful, adfled to words ending in silent e, does not cut it otT; as, paleness, guileness, closely., peaffal; exrept in a few words; as, duly, truly, a'sful. False Ortk;>c;rttphy. Seilatness is becoming. Ail th'-se with ceasless praise his works behold. Stars rush: and final ruin fiercly drives Her plowshare o'er creation! -----Nature made a pause. An awful pause! prophetic of her end! I'l'Le VIII. When words ending in silent e, assume the termination, incn<, the e should not be cut off; as, abatement, cha.'-tiscment. The words judgment, abridgment, acknoxssledg- ment, ire exceptions to this rule. Jlfent. like other terminations, changes y into i when the y is preceded by a consonant; as, accompany, accompani ment; merry, merriment. False Orthography. A judicious arrangmcnt of studies facili- tates improvniert. To shun allurments

is not hard, To minds resolv'd, forwarn'd, and well prepar'd. Rule tX. When words ending in silent e, assume the termination, able, or ible, the e should generally be cut off; as. blame, blamable; cure, curable; sense, sensible. But if c or g soft comes before e in the original word, the e is pre- served in words co'npounded with able; a.s, peace, peaceable; change, changeable. False Orthography. Knowledge is desireable. Misconduct is in- excuseable. Our natural dcfe9ts are not chargable upon us. We are made to be servicable to others as well as to ourselves. Rule X. When ing or ish is added to words ending in silent e, the c is almost always omitted; as, place, placing; lodge, lodging; slave, slavish; prude, prudish. ljj False Orthography. Labour and expense are lost upon a drone- ^-^isfl rpirit. Conscience antici |)ateing time. Already rues tli' unacted crinje. One self-approveing hour, whole years outweigha Of stupid starers, and of loud huzzas. m .-j'''

V 24 ORTHOGRAPHY. Rule XF. Compound words are generally spelled in the same manner as the simple words of which they are com- pounded ; as, glasshouse, skylight, thereby, hereafter. Many words ending in double l, are exceptions to this rule; as, already, laelfare, -jailful, fulfil; and also the words wherever, Christmas, lammas, &c. False Orthography. The Jews' pasover was instituted in A. M. 351:3. __ They salute one another by touching their tbrheads. Then in the scale of reas'ning life 'tis plain, There must be, somewhere, such a rank as man. Till Hymen brought his lov-delighted hour, There dwelt no joy in Eden's rosy bower. The head reclined, the loosened hair, The limbs relaxed, the mournfull air: See, he looks up; a wofuU smile Lightens his wo-worn cheek awhile. You may now answer the following qUESTIOJ^S. What is Grammar? What does Universal grammar ex-i plain? Wherein does Particular grammar differ from uni- versal? __ What is the btandard of grammatical accuracy? | What is language? How is language divided? What is natural language? What are the elements of natural lan- o-uage in man? Wherein consists the language of brutes? --What is "artificial language? What is an idea"? VWhat! are words? What is English grammar?-Into how many! parts i | grammar divided? What does Orthography teach?! '^K

r^ ETYMOLOGY AND SYNTAX. LECTURE II. or NOTTNS AND VERBS. ^ f "Etymology treats of the different sorts of words, their various modifications, and their derivation. Syntax treats of the agreement and govern- ment of words, and of their proper arrangement in a sentence.) The word Etymoigy signifies the origin or pedigree nf :a:ords. The word Syntax means sentence-making. Orthography teaches you how to put letters together in a proper manner so as to form words; Etymology teaches , you the different sorts of words and their relationship, how words grow out of each other, and how they are varied in their letters in order to correspond with the variations in the circumstances to which they are applied; and Synt^Xi 4.: teaches you how to give all words their proper p: e ov situation when you form them into sentences. From these remarks you must be sensible, that Ety ! gy and Syntax are both very important parts of gratMjV^^ but, of the two. Syntax is the more so, for it is by the ""<"^gg;f syntactical rules, that we are enabled rightly toarr.inu:eo5 | ^

words in a sentence, and to correct and avoid error = These ^ two parts, though very distinct in their nature, are nevertheless, both taken together, because it is impossible for you fully to comprehend the one without a knowledge of the other. With regard to Etymology, I have already informed you, that, among other things, it treats of derivation; that is, it teaches you how one -junrd comes from, or grn~:s out of another. This I will now illustrate. For example: from the wort; spcn^, come the words, .ipeakest, speaks, spoke, spo-' \tftaking, spiaker. These, you will perceive, are all one ' tsiitt^ word, and all. except the last, express the same They differ from each, o^her only in the .5tn(j\iii3 difference is necessary in order to Swt<l correspond with the different/jcj-ions who 'B'it4^jAjKi1I^r of persons, or the rime of .speaking; as, I ft- m iAHi mam

2(i ETYMOLOGY ANB SYNTAX. ^peak thou spcakcst, the man speaks, the men speak, I spolic, &c But a more extensive view of this subject, will be pre- sented in a future leclnre. This learis me, in the next place, to explain to you, under the head of Etymology, the different sorts of words. There are ten sorts of words called parts of speech, namely, the noun or suBSTA^TIVE, verb, ARTICLE, ADJECTIVE, PARTICIPLE, ADVERB, PRE- POSITION, PRONOUN, CONJUNCTION, and INTERJEC- TION. 1 v^_____ Thus you perceive, that all the words in the Enelish lan- guage are mcluded in these ten classes: and all you have te do m acquiring a knowledge of English grammar, is, mere- ly-to become acquainted with these ten parts of speech The Noun and Verb are the most important and leadin<^r parts 01 speech, therefore they are first presented: all the rest (exc<;pl the interjection.) are either appendages or connec- tives 01 these two. As you proceed, you will find that it will require more time, and cost you more labour, to "et a knowledge ot the noun and verb, than it will to become Ku roi^itf ;W-ith all the minor parts of speech. "^^^0 OF NOUN'S. . NOUN is the name of any person, place, oi; .mng;as mai}, Charleston, knowledge. } ^ The word Xoun signifies name. The name of any thine*^ tiat exists, whether animate er inaoimate, ijr which we caa s:ee. hear, feel, taste, smell, or think of, is a noun. Jlnimat, bird, creature, paper, pen, apple, field, house, modesUj, -drtw, -courage, danger, are all nouns. In order that you may caii- ly distinguLsh this part of speech from others, I wiU give yon a ^, which will be useful to you vhen you can not a tell It by the ssense. Any word that will inake sense wi*h /w betoi-e It, is a notm. Try the following worJ.s by this sign, andsfce it they are nouns: tree, mouatain, soul, miB'l.COT- 4cieoce, understanding. The tree, the mountun, .- foWoJi .vctyaniin;:! and Creatun- iji lhe umverso, evcc- it l<> the Un'm'i.ysiSi!." v.-eijtur(;, i iriMunthat wliicli has beoji cre.itcj; ut, a do", wiiter "Srf "tj**'S li also frociuidj iiploil to actions; as, " To Rel druni i n i/oak!* iti*' W plirase, itsigmticsiffiill.eriuwilalHorofiatUfo; Lutil donou.- ' ' J">t3th acijonwliatlrlij;.

KOUNS----COMiON .'!^D l'KOPEK. 'ii (ukl fo on. You perceive, that they will make sense with the prefixed, therefgre yon know they are nouns. There arc, however, exceptions to this rule, for some nouns will not make sense with the prefixed. These you will be able to distinguish, if you exercise yourmind,by i\\e,irmakivgscnfc. of ihmsehcsjns,goodness, sobrietij, hope,immorlaHly. A^oune arc

soinc'tiines used as verbs, and verbs, as nouns; and nouns F.re sometimes used as adjectives, and adjectives, as nouns. Tiiis matter will be explained in the concluding part of this lecture, where you will be better prepared to comprehend it. f Nouns are of two kinds, common and proper. A Common noun is the name of a sort or spe- cies of thing; as, man, tree, river. A Proper noun is the name of an individual; as, Charles, Ithaca, Ganges. A noun signifying many, is called a coUeciive noun or noun of multitude; as, the -peofle, the :j army.^ "^^ iT^,^^^: The distinction between a common and a proper not#Sf;" '^^' very obvious. For example: ioy is a common noun, be- cause it is the name applied to all boys; but Charles is aprC-, per noun, because it is the name of an individual boy,'.vAS though many boys may have the same nnmc,t~yJV(^SSSt' it is not a common noun, for the name Chaytfes is nf>i ^S^^v^ to all boys. Mississippi is a proper noun, because ;t k ^fjls. m name of an individual rfver; but river is a common ^wdl^^ 5 || || liecause it is the name of a yjccies of things, and tliej | j jpf; /irer is common to a//rivers. m^I^^ IN'ouns which denote the genus, species, or varietyj^pS? jogs or things, are always common; as, tree, the genBg*jB4^' ash, chesnut, poplar, different species; and red oak,v:k'ii^ oai, JtacA: oai, varieties. The word earth, when it signi- ties a kind or quantity of dirt, is a common noun; but ivheii it denotes the planet we inhabit, it is a proper noun. The rx'ords person, place, river, mountain, lake, &c. are ^(^7 ,t*os, because they are tlic natnes of whole fpecies,^ 't^^Sii^A^pg*; containip; inuny sorts; but lhft nia,jwl soils, pjfet,^ rivers, mountains, lakes, ifv.^are^p'rqiiff^'^^^- -w}^Mi^Si^ tltwiMe indhidunh):.^iS-k"

m OM^ fIH

8 ETYMOliOGV AND SYNTAX, kW .VOTES 1. When proper nouns have an article annexed to them, the_f are used as common nouns; as, " Bolivar is stjled the Washington 6T South America." 2, Common nouns are sometimes used to signify individmils, when articles or pronouns are prefixed to them; as, " The boj is studious ; That girl is discreet." o. Common nouns are sometimes subdivided into the followinj; classes: Nouns of multitude; as, The people, the parliament: Ver- bal or participial nouns; as, The beginning, reading, writing; and Mstract nouns, or the names of qualities abstracted from their sub- stances; as, Knowledge, virtue, goodness. Lest the student be led to blend the idea of abstract nouns with that of adjectives, both of which denote qualities, a further illustration appears to be necessa- ry, in order to mark the distinction between these two parts of tipeech. An abstract noun denotes a quality considered apart (that is, abstracted)/ram the substance or being to which it belongs; but an adjective denotes a quality joined (adjected) to the substance or being to which it belongs. Thus, whiteness and white beth de- note the same quality; but we speak of whiteness as a distinct ob- ject of thought, while we use the word white always in preference to the noun to which it belongs; as. White paper, u-hite house. 4. Some authors have proceeded to stiU more minute divisions and subdivisions of nouns, such for example, as the following, .which appear to be more complex than useful: 1. Natural nouns, t names of thirds formed by nature; as, Man, beast, water,

air: 2. Artificial nouns, or names of things, formed by art; as, Book, vessel, house: 3. Personal notms, or those which stand for human beings; as, Man, woman, Edwin : 4. Neuter nouns, or those which cnote things inanimate; as. Book, field, mountain, Cincinnati. 5. A noun of multitude is sometimes composed of two or three .TTf^ffrtL whicll <^a.se the several words should all be taken togethe: 3 one noun ; as, house of Israel, house of Commons, gang of robbers. To nouns belong gender, person, number, and I ase. GENDEK. Gender is the distinction of sex. Nouns have three genders, the masculine, the feminine, and the neuter. The masculine gender denotes malesj as, a; man, a boy. The feminine gender denotes femalesf^s woman, a girl. * The Notes and Remarks throughol:!' .kc wort, >rcy "ii 'u'.d be aUcn*.iv jly Btuilic<'

NOraS. GENDER. 29 The nculer gender denotes things without sex; as, a hat, a stick. Muter meins neither: therefore neuter gender signifies neither gender; that is, neither masculine nor feminine. Hence, neuter gender means no gender. The gender of nouns is so easily known, that a further explanation olthenri is unnecessary, except what is given in the following J^OTES. 1 The same noun is sometimes masculine and feminine, and .om'etimes masculine or feminine. The noun parents is of the mas- ouliue and feminine gender. The nouns parent, associate, neighbour, servant, friend, child, bird, fish, kc., if doubtlul, are of the mascu- line or feminine gender. 2 Some nouns naturally neuter, are, when used figuratively or personified, converted into the raascuhne or feminine gender Those nouns are rendered masculine, which are conspicuous for the attributes of imparting or communicating, and which are by nature strong and efficacious; as, the sun, lime, death, sleep, innter, ir Those again, are feminine, which are conspicuous for the at- tributes of containing or bringing forth, or which are very beautiful, mild, or amiable: as, the earth, moon, church, boat, vessel, nttj, eoua- try, nature, ship, soul, fortune, virtue, hope, spring, peace, &c. The masculine and feminine genders are distinguished in three, ways: I. Bi/ different words; as. (Masculine. Feminine. Masculine. Feminine. Bachelor maid King Queen Boar sow Lad lass Hoy girl Lord lady Brother sister Man woman Buck doe Master mistress Bull cow Milter spawner Cock lien Nephew niece Dog bitch Ram ewe Drake duck Singer songstress o': r.atl countess singer Father mother Sloven slut Friar nun Son daughter Gander gO0!E Stag hind Hart roe Uncle aunt 1lorse mare Wizard witch Flu-baa,r ivii'c Sir madam (> . Bj/a difference in termination; ; as, aibess Arbiter arbitress MW3t<v actress Auditor auditress ^rabiid3t*^tr administratrix Author authores' 48altstw^.i adulteress Earon b aroness ' ;^aiterr ambassadress Benefactor C2 benefactres'. '^)dl tni mg mamBm

M EXyMOLOGY AND SYNTAX Bridegroom brije Jew Jewess Cunon caaoncss Marquis marchioness Caterer Ciiteross Major mayoress Chunter . chantress Patron patroness Conductor conductresa Peer peeress * Count countess Poet poetess : Czar czarina Priest priestess Deacon deaconess Prince princess Deiractor dctractress Prior prioress Director directress Prophet prophetess Duke duchess Proprietor proprietress Elector electress Protector protectress Ambassador ambassadress- Shepherd

shepherdess Emperor empress Songster songstress Enchanter enchantress Sorcerer sorceress
 Executor executrii Suiter suitress Fornicator fornicatress Sultan sultanessor sul- God goddess tana
 Governour governess Tiger tigress Heir heiress Testator testatrix Hero heroine Traitor tratoress
 ilost kostess Tutor tutoress Hunter huntress Tyrant tyranesi inheritor inheritress or Victor victress
 inheritrix Viscount viscountes' Inetructor instructress Votary votaress TAOii lioness Widower widow
 J. B>/ prefixing anothm- word; aSy A cock-sparrow A hen-sparrow j , 'V man-st>r\ ant A maid-servant
 1 A he-goat A she-goat ii .. ;, A he-bear A she-bear 1 Ir -V:-* A njale-child A female-child 1 "Male-
 descendants Female-deseendants j PERSON. ! Person is that property of a noun or proHouri t\hich
 varies the verb. The Jirsi person denotes the speaker. The second person (ienotes the person or
 thing r^poken to: as, "Listen, O earthP" The third person denotes the person or tiling spoken of: as,
 "The earth thirsts." Nouns have but<-j!0 persons, the second and lhirth Wiiiiti a noun speuks, the
 pronoun / or-.ic is alwaxs useH: liioe-; fore nouns can never be in the first pei-soo. In eSiSSij "ke the
 foUowing, sonl*? philologists suppose <hen*ttiif?^

NOUNS. PERSON.----NUMBER. 31 t m ihcfrst person: "This may certify, that I, Jonas Tay- lor, do hereby
 give and grant," kc. But it is evident, that the speaker or writer, in introducing his own name, speaks
 of himself; consequently the noun is of the third person. If you wish to understand the persons
 of nouns, a little sober thought is requisite; and, by exercising it, all difficul- ties will be removed.
 If I say, my son, have you seen (he young man?you perceive that the noun so is of the second
 person, because I address myself <o him; that is, he is spo- ken to; but the noun man is of the
 third person, because he is spoken of. Again, if I say, young man. have you seen my son? man is of
 the second person, and son is of the third. "Hast thou left tby blue course in the heavens, golden-
 haired sun of the sky?" "Father, Hiay the Great Spirit so brighten the chain of friendship between
 us, that a child m.iy find it, when the sun is asleep in his wig-warn behind the western waters."
 " Lo, earth receives him from the bending skies! Sink down, ye mountains, and, ve valleys, rise!"
 "Eternal Hope! thy glittering wings explore , Earth's loneliest bounds and ocean's wihiest shore." In
 these examples, the nouns, sun, father, mountains, val- leys, and hope, are of the secojirf person,
 and, as you will hereafter learn, in the nominative case independent. Course, heavens, sky, Spirit,
 chain, friendship, child, sufly wig-wam, waters, earth, skies, wings, earth, bounds, ocean, and shore,
 are all of the third person. NUMBER. Number is the distinction between one and many. Nouns
 are of two numbers, the singu- lar and the plural. The singular number implies but oaj^as (took.
 '^^^Wirti^, The pluralnumhet implies more than otr^; as, books. yoTES. 'iMa/^,Wf!tt^;ilf;-vse^, only
 in the singular form; as, hemp, I bitpej", ^iTPaf, f'ltchi gold, sloth, pride, honesty, meekness, .;i5Bipa?
 sion, &o.. ^;tli only in the plural form; as, beljows, sois- airs, ashes, riches, enuffeTs, tongs, thanks,
 wages, embers, ideo, ""-:" .0-;icra, &c.

^".^'wwi^aiPK" W -32 fiTYiAIOLOUY AND SYJSTAX. 2. Some words are the same in both numbers; as, deer, sheep,. swiue; and, also, hiatus, apparatus, series, species. :;. The plural number of nouns is generally formed by adding!, to the singular i as, dove, doves; face, faces; but sometimes we add es in the plural; as, box, boxes; church, churches; lash, lash- es; cargo, cargoes, i 4. Nouns ending in / or fe, are rendered plural by a change of \ that termination into ves; as, half, halves; wife, wives; except ; grief, relief, reproof, and several others, which form the plural by the addition of s. Those ending iu ff, have the regular plural; as, ruff, rulfs: except stafi', staves. 5. Nouns ending in y in the singular, with no other vowel in the same syllable, change it into ies in the plural; as, beauty, beauties; 1 fly lbe^'. But the y is not changed, where there is another vowel in the syllable; as, key, keys; delay, delays; attorney, attorne5s; valley, valleys; chimney, chimneys. 6. Mat/umatics, metaphysics, politics, eptics, ethics, pneumatics, hydraulics, &<?., are construed either as singular or plural nouns. 7. The word news is always singular. The nouns mean?, alms, and amends, though plurnl in form, may be either singular or plu- ral ill signification. Antipodes, credenda, literati, and minutiie, are always plural. Bandit is now used as the singular of banditti. 8. The following nouns form their plurals not according to any "eneral rule: thus,"man, men; woman, women; child, children ; ix, oxen; tooth, teeth; goose, geese; foot, feet; mouse, mice; louse, lice; brother, brothers or brethren ; cow, cows orkine; pen- l'y, ponce or pennies when the coin isnneant; iWi; dice for play, iMes for. coining; pea, and fish, peas; and fish when tho species is meant, but peas tind fishes when we refer to the number; as, six peas, ten fishes. 9. The following compounds form their plurals thus: handful, handfuls; cupful, cupfuls; spoonful, spoonfuls; brother-in-law, brothers-in-law; court-martial,cour-ts-martial. The following words form their plurals according (0 the rules at the languages from which they are adoped. fiingular. Antitbsjis Aj.ex Appendix Arcanum Automaton Axis Basis Beau Calx Cherub Plural. antitheses apices (apptnidix (a|ipendic ixes or ices arcana automata axes bases tbeaux or (beaus i, ;:alces or ealxes cherubim or erubs (cher Jcher Singular. Crisis Criterioa Datum Uiasresis Desiileiatura Effluvium Ellipsis Emphasis Encomium Erratum Genius Genus Hypothesises errata genii* genera hypotiitT? 'Gcrjii, imaginary 8i)iiits: geiuusc?^, per^ci. H of great miuldi oljiiiMV--

t*

VEHBS.----CASES OF NOI NS. 33 "H-m Ignia lutuus Index Uumiiia Magus Meraorarnlum ignes fatui (indices or (indexes* laininie Diagi (mcmorajida or (mcutorandums Metamorphosis metamorphoses Thesis J'lirentthesis parentheses Vertex l'heuomenon pheuomena Vortex Radius Stamen Seraph Stimulus Stratum radii or radiuses stamina (seraphim o'r (seraphs stimuli strata theses vertices S vortices or vortexes * CASE. Case, when applied to nouns, means the dif- lerent state or situation they have in relation to iother words. Nouns have three cases, the nom- inative, the possessive, and the Objective. As the nominative and objective cases of the noun are inseparably connected with the verb, it is impossible for you to understand them until you shall have acquired some knowledge

of this part of speech. I will, therefore, now give you a partial description of the verb in connexion with the noun; which will enable me to illustrate the cases of the noun so clearly that you may easily comprehend their nature. In the formation of language, mankind, in order to hold converse with each other, found it necessary, in the first place, to give names to the various objects by which they were surrounded. Hence the origin of the first part of speech, which we denominate the noun. But merely to name the objects which they beheld or thought of, was not sufficient for their purpose. They perceived that these objects existed, moved, acted, or caused some action to be done. In looking at a man, for instance, they perceived that he lived, walked, ate, smiled, talked, ran, and so on. They perceived that plants grow, flowers bloom, and river "flow. Hence the necessity of another part of speech, whose office it should be to express these existencies and actions. This second class of words we call VERBS. To be is a word which signifies to be, to do, to be, as, I am; I rule; I am ruled. of which the first is meant: in which, when it is used, it is used, A4n iMjntcrs or Vxhl: ^' J .

34 **W^ff^^ ETYMOLOGY AND SYNTAX.** I Verbs are of three kinds, active, passive, and, neuter. They are also divided into regular, irregular, and defective. The term verb is derived from the Latin word *verbum* which signifies a word. This part of speech is called a verb, because it is deemed the most important word in every sentence: and without a verb, either expressed or implied, no sentence can exist. The noun is the original and leading part of speech; the verb comes next in order, and is far more complex than the noun. These two are the most useful in the language, and form the basis of the science of grammar. The other eight parts of speech, are subordinate to these two, and, as you will hereafter learn of minor importance. An active verb expresses action: and the nominative case is the actor, or subject of the verb; in this example, which is the verb? You know it is the word *Writes*, because this word signifies to do; that is, it expresses action, therefore, according to the definition, it is an active verb. And you know, too, that the noun *John*, is the actor, therefore *John* is in the nominative case of the verb *writes*. In the expressions, *The man walks* *The boy plays* *Thunders roll* *Warriors fight* you perceive, that the words *walks*, *plays*, *roll*, *fight* are active verbs; and you can not be at a loss to know, that the nouns *man*, *boy*, *thunders*, and *warriors*, are in the nominative case. - A noun in the nominative case is not always an actor sometimes it is merely the subject of a verb. A neuter verb expresses neither action nor passion, but being, or a state of being; as, *John sits*, *Kow*, in this example, *John* is not represented as an actor, but, as the subject of the verb *sits*, therefore *John* is in the nominative case to the verb. And you know that the word *sits* does not express action, but being; (that is, it presents *John* in a certain state of existence, therefore it is a neuter verb, in speaking of the neuter gender of nouns, is; informed you, that neuter means neither; from which it follows that a neuter gender implies neither gender; that *Wji*

} VERBS. ?ibMBKH AM) JPERSON. S3 i ueithcr mnscuHne nor feminine. Hence, by an easy tran-
 sition of thought, you learn, that neuter, when applied to verhs, means neither of the other two
 classes; that is, n neuter verb is one which is neither active nor passive. In these examples. The man
 sfands^The lady lives The child sleeps Tlie world exists the words stands, lives, sleeps, and exists,
 are neuter verbs; and the nouns, man, latlij, child, and n-orld, are all in the nominative case, because
 each is the SM^/ec^ of a verb. Thus you perceive, that whfti a noun is in the nominative case to
 an active verb, it is the actor; nnd when it is nominative to a neuter verb, it is nat as actor, but the
 subject of the verb. I will now give you two signs, which will enable you to distinguish the verh from
 other parts of speech, when you can not tell it by its signification. Any word that will make sense with
 to before it, is a verb. 'I'hus, to run, to write, to smile, to sing, to hear, to ponder, to live, to breathe,
 are verbs. Or, any word that will conjy^afe is a verb. Thus, run, thou runr.est, he runs; I write, thou
 writest, he writes; I smile, kc. But the words, boy, lady, child, and world, will not make sense with to
 prefixed ro boy, to lady, to world, is nonsense. iS^either will they cotijvgate I lady, thou ladiest, kc.
 is worse than nonsense. Hence you per- ceive, that these words are not verbs. There are some ex-
 ceptions to these rules, for verbs'are sometimes used a , nouns. This will e explained by and by. To
 verbs belong num,ber, person, mood, and tense. .^t present f shall spe.ak only of the number and
 persou of verbs; but hereafter I will give you a full explanation of all their properties. And permit me
 to inform you, that J shall not lead you into the intricacies of the science, un- til, by gradual and easy
 progressions, vou are enabled tii comprehend the principles involved in them. Only sucjp ^lprinciples
 will be elucidated, as you are prepared to undrf-*^ stand at the time they ate,.'infolded l)efore you.
 You must lot'b^ too anxious to get along rapidly; but endeavour la >:h;rj.'jr*'-!y acquainted with
 one principle, before ^^BOTfar. This lecture will qualify you for If-. ^<v^-* DttMriF.ftAKD PERSON OF
 VERBS. You recolistct, that the rniii.itlrp ic ,v,c acfor or subject, anci the active verb is the

!9

ETYMOLOGY AND SYNTAX. action performed by the nominative. By this you perceiveJ that a very
 intimate connexion or relation exists betweeaj the nominative case and the verb. If, therefore, only
 orte^ creature or thing acts, only one action, at the same instant, can be done; as. The girl wriles.
 The nominative girl is here of the singular number, because it signifies but one person; and the verb
 narites denotes but one action, which the girl performs; therefore the verb wntes is of the singu- /
 csnumber, agreeing with its nominative girl. When the nominative case if, jtural, the verb mu?t be
 plural: a.s.girls zvrite. Take notice, the singular verb ends in s, but the noun is generally plural when
 it ends in i; thus, The girl xrites the girls write. Person, strictly speaking, is a quality that belongs not
 to verbs, but to nouns and pronouns. We say, however, that the verb must agree with its nominative

in person, as well n3 in number; that is, the verb must be spelled and spoken in such a manner as to correspond with the first, second, or third person of the noun or pronoun which is its nominative. I will now show you how the verb is varied in order to* agree with its nominative in number and person. 1, Thou, I j'le. She, It; We, Ye or You, They, are personal pronouns. 7 is of the firH person, and singular number; Thou is second per. sing.; He, She. or It, is third per. sing.; We is first per. plural; Ye or You is second per. plural; They is third per. plural. Notice, particularly, the different variations or endings if the verb, as it is thus conjugated in the INDICATIVE .MOOD, PRESENT TENSE. Singular. Plural. Pers. I wflk. 1. Pers. We walk, Pcrs. Thou walkesf, 2. Pers. Ye or you walk, Pers. He walks, or) ?. Pers. They walk, or) the boy walks, > the boys walk.^ or walkctA.) This display of the verb shows you, lhwt whenever itl ends in est, it is of the second person singular; but when the verb ends in s, or etk, it is of the third person s!><gqTar^ Walkest. ridcst, standest, are of the second person siignlarij and -jcalks or laalketh, rides or rideth, stands or standeth, re| of the third person singular.

.\ 'A\ PARSING, 37 Al present you are learning two parts of speech, neither oi' which can be understood without a knowledge of the other. It therefore becomes necessary to explain them both in the same lecture. You iave been already informed, that nouns have three cases; the nominative, the possessive, and the objective. Possessive Case. The possessive case denotes possession or property; as, this is John's horse. This expression implies, that John is the owner, ov pos- sessor, of the horse; that is, he lias a pro/icrty in him, there- fore the noun John is in the possessive case. A noun in the possessive case is always known by its having an apostrophe, and generally an s after it; thus, Johi's hat; the boy"s coat. When a plural noun in the pos- sive case, ends in s, the apostrophe is added, but no ad- ditional s; as, "Bojs'hats, Eagles" wings."" When a singu- lar noun ends in ss, the apostrophe only is added; as, "For goodness" sake; for righteousness" sake;" except the word witness; as, " a'i/racss'i testimony." When a noun in the possessive case ends in ence, the s is omitted, but the apos- trophe is retained; as, " For conscience' sake." Now please to turn back, and read over this and the pre- ceding lecture three times, and endeavour, not only to understand, but, also, to remember, what you read. In read- ing, proceed thus: read one sentence over slowly, and then look ofl'the book, and repeat it two or three times over in yourijind. After that take another sentence and proceed in the same manner, and so on through the whole lecture. Do not presume to think, that these directions are of no real consequence to you; for, unless you follow them strictly, you need not expect to make rapid progress. Ou the jthe: hand, if you proceed according to my instructions, you will be sure to acquire a practical knowledge of grammar in a short time. When you shall have complied with this requi- sition, you may commit the following order of parsing a noun, and the order of parsing a verb; and then you will be prepptred to parse or analyze the following examples. ANALYSIS, OR PARSING. flMk^SSfiolleot the meaning of the word analysis? l{ t pifcl will .ixplaiu it: and first, 1 wish you to remem- ber, thatWraljsis isjthe.reverse of synthesis. Synthesis is l 1 4*.

as Etymology Atid SVxTAX. [^]ili- I the act of combining simples so as to form a whole or compound:- Thus, in putting together letters so as to form syllables, syllables so as to form words, words so as to form sentences, and sentences so as to form a discourse, the process is called synthetick. Analysis, on the contrary, is the act of decomposition; that is, the act of separating any thing compound into its simple parts, and thereby exhibiting its elementary principles. Etymology treats principally of the analysis of language. To analyze a sentence, is to separate from one another the different words of which it is composed; and to analyze or parse a word, means to enumerate, Kierate and describe all its various properties, and its grammatical relations with respect to other words in a sentence, and trace it through all its inflections or changes. Perhaps, to you, this will, at first, appear to be of little use; but if you persevere, you will hereafter find it of great utility, for parsing will enable you to detect, and correct, errors in composition. SYSTEMATICK ORDER OF PARSING. / The order of parsing a Noun, is a noun, and why? common or proper, and why? gender, and why? person, and why? number, and why? case, and why? Rule. Decline it. ; The order of parsing a Verb, is a verb, and why? active, passive, or neuter, and why? if active transitive or intransitive, and why? if passive how is it formed? regular, irregular, or defective, and why? mood, and why? tense, and why? person and number, and; why? with what does it agree? Rule. Conjugate it. I will now parse two nouns according to the order, I am so doing, I shall, by applying the definitions and answer all those questions given in the order. If you are perfectly committed the order of parsing a noun and verb you may proceed with me; but, recollect, you cannot have a verb in full until you shall have had an explanation of it. a moment ago

NOUNS AND VERBS.--PARSING. 2nd John's hand trembles. John's is a noun, because it is the name of a person proper, the name of an individual masculine gender, it denotes a male third person, spoken of singular number, it implies but one and in the possessive case, it denotes possession or property it is governed by the noun "hand," according to Rule 12. A noun or pronoun in the possessive case, is governed by the noun it possesses. Declined Sing. nom. John, poss. John's, obj. John. Plural Is xanting. Hand is a noun, the name of a thing common, the name of a sort or species of things neuter gender, it denotes a thing without sex third person. spoken of singular number. it implies but one and in the nominative case, it is the actor and subject of the verb "trembles," and governs it agreeably to [^] Rules. The nominative case governs the verb: that is, the nominative determines the number and person of the verb. Declined Sing. nom. hand, poss. hands', obj. hand. Plural nom. hands, poss. hands', obj. hands. Trembles is a verb, a word which signifies to do actively. It expresses action third person, singular number, hence the nominative "hand" is with which it agrees. See SordlHgTcr Rule 4. The verb must agree with its nominative in number and person. You must not say that the verb is of the third person because it is spoken of. The verb is never spoken of; but it is of the third person, and singular or plural number, because its nominative is. Now parse the sentence which I have parsed, until the manner is quite familiar to you; and then you will be prepared to analyze

correctly and systematically, the following exercises When you parse, you may spread the Compen" Uium before you; and if you have not already committed me definitions and rules, you may read them on that, as von apply tl.em. This mode of procedure will enable you to torn a// the definitions and rules by applying them to praC EXERCISES IN Pi^RSING. V'<2nds Rains descend Snow falls Snows fajV """""" Thunders roll-Man's works decay- - <w "s (^og barks Eliza's voice fr^m ^ t... iMf (* 'aj^

40 ETYMOLOGY AM) SYM'AX. .' i:-":.^. In the next place, I will parse a noun and a neuter veib, which verb, you will notice, difieis fion an active only in one respect. , " Birds repose on the branches of trees." Birds is a noun, the name of a thing or creature com- mon, the name ot a genus or class masculine and feminine gender, it denotes both males and females third person, spoken of plural number, rt implies more than one and in the nominative case, it is the subject of the verb " repose," and governs it according to Rule 3. The nominative case go- cerns the verb. Declined Sing. nom. bird, poss. bird's, obj. bird. Plur. xiom. birds, poss. birds', obj. birds. Repose is a verb, a word that signifies to be neuter, it ex- presses neither action nor passion, but being, or a state ot being third person, plural number, because the nominative "birds" is with which it agrees agreeably to KuLK. 4. The verb must agree ailA its nominative in number and person. ' . Now parse those nouns and neuter verbs that are dislin guished by italicks, in the following EXERCISES IN PARSING. 5e booElies on thedesk The cloak hajigs on the wall __Mail's days are few Cathmor"s uarriors steep in death Clatho reposes in the narrow house Jocund day stands tip toe on the misty mountain tops. The sunbeams rest on tho ^rave where her beauty sleeps. OBJECTIVE CASE.-ACTIVE-TRANSITIVE VERBS. , The objective case expresses the object of ai; ' actiou or of a relation. It generally- follows a ; transitive verb, a participle, or a preposition. A twun is in the objective case when it is tha object oi r sometluog \t present I shall explain this caf.'i only as, t the object of an action; but when wf. shall have advancedi 1, as far as to the preposition, 1 will also illustwtaj^^JW^th^ ol'ject of arelaliuH. An active verb is transitive when passes over from the subject m- ^ anobiet; as. Richarri J^ ft!

V in, a VERBS. TRANSITIVE AND INTRA\SITIVE. 41 Transitive meanspassing. In this sentence the action ol the verl) strikes i transitive, because it passes over from the nominative Richard to the object John; and jou know that the noun John is in the objective case, because it is the ob- ject of the action expressed by the active-lransitive verb striiies. This matter is very plain. For example: Galli- leo invented the telescope. Now it is evident, that Galliieo did not exert his powers of invention, without some object in view. In order to ascertain that object, put the ques- tion, Galiileo invented what? The telescope. Telescope, then, is the real object of the action, denoted by the tran- sitive verb invented; and, therefore, telescope is in the ob- jective case. If I say, The horse kicks the servant Car- penters 6mW houses Ossian xcrete poems Columbus dis- covered America you readily perceive, that the verbs kicks, build, -^rote,a.nii discovered, express transitive actions; and you can not be at a loss to tell which nouns are in the objec- tive case:--they are servant,houses, poems, and America.

--The nominative and objective cases of nouns are generally known by the following rule . the nominative does something; the objective has something done to it. When I say, George struck the servant, George is in the nominative case' and servant is in the objective case; but, when I say, The servant struck George, servant is in the nominative case. and George is in the objective case. Thus you perceive, that Case means the different state or situation of nouns with regard to other words. It is sometimes very difficult to tell the case of a noun I shall, therefore, take up this subject again, when I come to give you an explanation of the participle and preposition besides the three cases already explained, nouns are sometimes in the nominative case independent, sometimes in the nominative case absolute, sometimes in apposition in the same case, and sometimes in the nominative or objective case after the neuter verb to be, or after an active intransitive or passive verb. These cases are illustrated in Lee-lore X. and in the 21, and 22, Rules of Syntax. , ACTIVE-INTRANSITIVE VERBS. An active verb is transitive when the action is on an object: and is intransitive, when the action is not on an object: as, John walks .

li EYMOLOGY AM) SYXTAX. You perceive that the verb Ti-alks. in this exam ple, is iw transitive, because the action does not pass over to an ob- ject; that is, the action is confined to the agent John. The following- sign will generally enable you to distinguish a transitive verb from a4i intransitive^ Any verb that will make sense with the words a ihing. or, a person, after it, i^ transitive. ,^ Try these verbs by the sign, love, kelp, conqxicr, reach, subihte, overcome. Thus, you can say, I love a person or thing 1 can help a person or thing and so on. Ilcnc you knoir that these verbs are transitive.- But an intransi- tive verb will not make sense with this sign, which fact will be shown by the following examples: smile, go, come, ptay, bark, u'atk.Jlij. We can not say, if we mean to speak En- glish, 1 smile a person or thing -I go a person or thing: hence you perceive that these verbs are not transitive, but intransitive. If you relect upon these examples for a few moments, you will have a clear conception ot the nature of transitive and intransitive verbs. Before I close this subject, how-; ever, it is necessary further to remark, that some tiansitive and intransitive verbs expiess whnt is called a mental or moral action; and others, a corporeal or physical action. Verbs expressing the difl'crent aifections or operations of the mind, denote moral actions; as, Brutus loTsed hi.s coun- try; Jiuncs hates vice; We believe the tale: to repent, to relent, to think, to reflect, to mourn, to muse. Those exfces-. sing the actions produced by matter, denote physical ac- tions; as, The dog hears the bell; Virgil icrofe the .^inead; Colnmbas discovered America; to see, lo feel, to taste; to smell, to run, to talk, iofly. to strike. In the sentence, Charles resembles his father, the verb rtsemblcs does net appear t* express any action al^ all; yet the coostrttction of the sen- tence, and the office the verb performs, are such, that u-? are obliged to parse it as an active-transitive verb, govern- ing4he noaa/ather in the objective case. This you may easily reconcile in your miad,by reflecting, that the verb has a direct reference to its object. The following verbs are of this character: Have, oten, retain; as, I hav; a book. Active- intransitive verbs.are fieqnent! :i.-it\e;ir(insicif When 1 say, The inrdffly, the verhftlj, li 7';,r,>.nsit!lF^J

when I say, The hoy flies the kite, the verb y*?* ifS^^ir and governs the noun kite in the objective (iose^ ijw^fe^it activfc-intransitive verb, and sometimes f'veirT- ' t j

X JN'OUNS AND VERBS. PARSIAO. 4:3 are used us transitive. The horse zi-alks rapidly; The hoy mas swiftly: My iViend lives well; The m;in died of a fe- ver. In all these examples the verhs are t^transitive; in the following they arc transitive. The man Tfalks his horse; ' 'he hoy ran a race; My friend lives a holy life; Let fne die the death of the righteous. Now please to turn back again, and peruse this lecture attentively; after which you may parse, systematically, the following exercises containing nouns in the three cases, and active-transitive verbs. The printer/)ri,"<s books. Prints is a verb, a word that signifies to do active, it expresses action transitive, the action passes over from the nominative "printer"" to the object "books"" third pers. sing. numb, because tiie nominative printer is with which it agrees. P.ULE 4. The verb must agree Tc'!(/t its nominative case in number and person. Books is a noun, the name of a thing coftimon, the name of a sort or species, neut. gend. it denotes a thing without sex third pers. spoken of)lur. num. it implies more than one and in the objective case, it is the object of the rx- tion, expressed by the active-transitive verb ")i'intS," and is governed by it according to Rule 20. Aclive-transitiveverbsgoverns the objective case. 'I^he noun books h thus declined Sing, nom. book. poss. book's, obj. book Plur. nom. books, poss. books', ol>j. books. EXEIIICJSES IN PARSING. Xom. case. Trans, verb. Poss. Case. Obi. case. Julius prints children's primers. Harriet makes ladies'. bonnet.^ The servant beats the man's horse. The horse kicks the servant's master. The boy struck that man's child. The child lost those boys' ball. The tempest sunk those merchants ' vessels. The gall! sweeps the rooiinlain's brow, Pwfi (ranslatrd Homer's Iliad. - ^SS^*^~ procured Milo's release. ^P^f^jaifihv.,. ^oaquetjd Darius' army. vJrtri'j* 'a ";<i m^' the enemy's fleet. li^*iLs obtiied his country's freedora

44 etVmology and syntax. s,elc SING. I'l.L'R. man men man's men's nin. men. Note. 1. Tin; words t'lc, that., those, and his, you need not fiarse. 2. A noun in the possessive c:iso, is soinetimrs poveritcd by a noun understood; as, .Inlia's lesson is longer than John's lesson.^ As you have been analyzing^ nouns in their three cases, it becomes necessary to present in the next place, the declen- sion of nouns, for you must decline every noun you parse. Declension means putting a noun through the different cases: and you will notice, that the possessive case varies from the nominative in its termination, o'-ending, but the objective case ends like the nominative. The nominative and objec- tive cases of nouns, must, therefore, he ascertained by their situation in a sentence, or by considering the office they perform. DECLENSION OF NOUNS. SIN'G. PLta. Abm. king kings A~om. Pass, king's kings' Poss. Obj. king. kings. Obj. Now if you have parsed evei'v wortl in the preceding . examples, (except the, thai, those, and his.yyou itmy proceed with me, and parse the examples in the (ollowing exercises. iu which are presented nouns and active-intransitive verbs. ' The divided multitude hastily disperte."" Multitude is a norm, a name that denotes persons a col- lective noun,

or noun of multitude, it signifies many masculine and feminine gender, it implies both sexes third person, spoken of singular number, it represents but one multitude, or collective body; (but in another sense, it is plural, as it conveys plurality of idea, and, also, implies more individuals than one;) and in the nominative case, it is the actor and subject of the verb "disperse," which it governs. According to L^{ui}.E 3. The nominative case governs the verb. Declined. Siug. nom. multitude, poss. multitude's, obj. multitude-Flur. nom. multitudes, poss. multitudes', obj. multitudes. Disperse is a verb, a word that signifies to do--ac'iY it expresses action intransitive, the action done by a third person, plural; plural nijalier. ^er;

.\Oti\S.----PAKSJING. 45 its QoiHnative "multitude" conveys plurality of idea; and it agrees with 'multitude' agreeably to IlluLB 11. A noun, of multitude conveying plurality of idea, must have a verb or pronoun agreeing with it in the plural. EXERCISES IN PARSING. Nom. case. Intran. verb. Nom. case. Intran. verb Men labour. The sun sets. Armies march. The moon rises. Vessels sail. The stars twinkle. Birds fly- The rain descends. Cloud. ^ move. The river flows. Multitudes perish. The nation mourns. As an exercise on what you have been studying, I will now put to you a few questions, all of which you ought to be able to answer before you proceed any farther. QUESTIONS NOT ANSWERED IN PARSING. With what two general divisions of grammar does the second lecture begin? Of what does Etymology treat? Of what does Syntax treat? Name the ten parts of speech. Which of these are considered the most important? By what sign may a noun be distinguished? How many kinds of nouns are there? What belong to nouns? Name some participial nouns. What are abstract nouns? What is the distinction between abstract nouns and adjectives? What are natural nouns? Artificial nouns? Are nouns of multitude ever composed of more than one word? What is gender? How many genders have nouns? Are nouns ever masculine and feminine? When are nouns naturally neuter, converted into the masculine or feminine gender? What is person? How many persons have nouns? What is number? How many numbers have nouns? Speak of nouns that are always singular. Some that are always plural. Speak of those that are in the same form in both numbers. Name all the different ways of forming the plural number of nouns. Of what number are the nouns news and means? How many cases have nouns? How many are there? What belong to verbs? What is analysis? What is parsing? Repeat the order of parsing the noun. Repeat the order of parsing the verb. What rule do you apply in parsing a transitive verb? What rule in parsing a noun? What rule applies in parsing a

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'U 46 ETYMOLOGY AND SYNTAX. ^erb?-By what rule are the nominative and objective cases of nouns known?-By what sign can you distinguish a transitive from an intransitive verb?-Do transitive verbs ever express a moral action?-Are intransitive and neuter verbs ever used as transitive?-What rule

do you apply m Tarsfnganounin the objective cae?-l .Par^2ra,i(v of agreeing with a noun of multitude conveying plurahty ot idea, what rule do you apply? REMARKS ON VERBS AND NOUNS. You have already been informed, that verbs are the "lo't impr- or communicate an idea whitouth -^^""^W the state l^ manner o/> creatures and things, vvhcther an.matc^or.nammate As y^^ all their various properties, and show y" ^!,f ^^^^J",,, ^ ,Jb; and A word that is generally a noiwi, sometimes occomLs ai . a ^erbtUuently used l a o u. ^J,"-V ^\^f;ffiSer?orms sense which the word conveys; or, rather, on tne orace h n the Ltence. For instance: glory u pnerall^y a "o"" ^^^ *^^ ;U7of God's throve." But if 1-y, l gj-j, "" ^6-^;;, ^.f^, ije. in ""ckedness the word ,^,r, ^^^^X the next, it man is inconstant. In this, senience,' Sraveneers awerp the is arerft: They fo.e virtue; He ^.a/t. swiftly , Sea.cn^ J streets; The ship wi/s well. "" J^wKey are nouns: Thos^ -ri;;;^ri;rr^t^i^r^'^s: Ti;e ship lowered he, 'tuus you see, it is i-npossie Jor vo to ^^^^^-^^-^XJ. witbcut exorcising your .mdgmont l^ y" ';\. „erstand the, tion to do this you wdl, .n a short time, ?"" ;"">JJ, j,,,,,; ..^^ioul nature and office of the different P^'^f' 'atP/ Z^f' "J^t be able to properties and relations; and, in a few weeks, jou win peak and write correctly. ^ EXERCISES IN FALSE SYNTAX. , Note 1, TO Rule 12. A nnun in the posses^ve case shoukl always be distinguished by the aj.ostrophe^Xpr mar| of elision: as,The nahori's glory. ^ , ' I That "iris book is cleaner than those hoy^U^f. *3 Not correct, because the nouns ^irh.M boy:^^ ""^*^ ^ssive ci" a Hi, therefore, require the apostrophe, i:;;adb:dis?:ng;.ished; *"-^?f ^kS" ceding Note. Repeat the nole-l ^ou. || || pp lowing examples.

I'ALSK SYNTAJX. 47 Thy ancestors virtue is not thine. A mothers tenderness and a fathers care, and natures gift's for mans advantage. Wisdoms precept's form the good mans interest and happi- ness. They suffer for conscience's sake. lie is reading Cowpers poems. James bought Johnsons Dictionary. Rule 4. A verb must agree with its nominative in num- ber and person. Those boys improves rapidly. The men labours in the field. Nothing delight some persons. Thou shuns the light. He dare not do it. They reads well. I know you can correct these sentences without a rule, for they all have a harsh sound, which offends the ear. I wish you, howe- ver, to adopt the habit of correcting errors by applying rules; for, byand-by, you will meet with errors in composition which you can not correct, if you are ignorant of the application of grammar rules. Now let us clearly understand this 4th P^ule. Recollect, it ap- plies to the verb, and not to the noun; therefore, in these examples the verb is ungranunatical. The noun boys., in the first sentence, is of the third person plural, and the yerhimproves is of the third per- son singTxlar; tberol'ore. Rule 4th is violated, because the verb doe.? not agree with its nominative in number. It should be, " boys irrt- frovc." The verb would then be plural, and ajrce with its nomin- ative according to the Rule. In the fourth sentence, the verb docs not agree in person with its nominative. Tkeu is of the second per- son, and shuns is of the third. It should be, " thou skunri^sl," fir. You may correct the other sentences, and, likewise, the followiia exercises in FALSE SYNTAX. A variety of pleasing objects charm the eye. The num Verof inhabitants of the United States e.vceod nine millions. Nothing but vain and foaligh pursuits delight some person?,

I vain our flocks and fields increase our store. When onr abundance makes us wish fornspre. t:- jMI .-
>^x

^^^S^^P^W: LECTURE 111. OF A-RTZCXiES. An article is a word prefixed to nouns to limit their signification; as, a man, the woman. There are only two articles, a or an, and the, A or an is called the indefinite article. The is called the definite article. The indefinite article Yim'its the noun to one of a kind, but to no particular one; as. a house. ' The definite article generally limits the noun to a particular object, or collection of objects; as, the house, the men. t From the preceding definitions you may learn, that the ; history of this simple part of speech is very short: and YOU can not be at a loss to know an article whenever you see it, for there are but two. a and the. Ji becomes an when i>laced before a word beginning with a von-el or a silent h; L, an acorn, an hour. The first letter sounded m the word hour, is the vowel o, therefore h is silent, and an is used in- stead of a. . . j . Exceptions. JI does not become an before words begin- ning with u long; as, a university, a union, a useful man: ot a; i university, i-c. But it is correct to say, an umbrel- la, because u is short in this word. A instead ot an, is used before the word one; as, " many a one." .1 or an is called the indefinite article, because it is used in a vasruc sens3 to point out one single thing of a kind j Va"ue, you know, means unfixed or mddermined. Although this article limits the noun to one of a kind, it does not generally limit it to any particular object; as, "Give me a\ pen Brinff me an apple;" that is, any pen or any apple. J The is called the definite article, because it defines, m points out, the particular thing or tfSings referred toj* at, * In refutalion of th.s oorlrine, which is popnlar WiUi onr mopt fc^^^, _ "isia, Namely, Wair, Priestly, Lowth, .lohD.o.u """"^ ""f""^V'^""-;,,^* ^'Hj a modern sran>matical writer, and crit.c:scr ^""I """" ""^> ""^Vli^ muKf^ taid the S.llo>viug example.; " Two worne shall be grmdmg at tl^^ be taken and the Sther left: Two n,fn du,ll bj in the held: the o^^^iaB b^ ^ , ber lft; and, with great emphasn, he '1<""""<1^"" J". ..i/^';, K^n 4' "" other ,>er.on, can tell what particular women, man, mill, and I elu "" ^".re D- am In wply, we arc disposed lo advame it ?.s oiifo .n;on. th;t ; >.....

% ARTICLES. PARSING. 4t) ^'Give me the pen; Bring me ilte applesj" meaning some particular pen and apples. A noun without any article to limit it, is generally takefc in its widest sense; as, ^'JV/an is born to trouble." The noun man, in this sentence, means mankind generally, or all men. if 1 say, all men are born to trouble, the meaning is the sam?. ^"OTES. J. The article is omitted before nouns implying the different virx tues, vicn?, passions, qualities, sciences, arts, metals, herbs, &c. ; m^^ Modesty is becoming; Falsehood is odious; Grammar is use- ful, "&c. 2. The article is not prefixed to proper nouns; as. Barren kil- led Decatur; except by way of eminence, or for the sake of distin- guishing a particular family, or when some noun is understood ; as, " He is not a Franklin; lie is a Lee, or of the family of </teLces; We sailed down the (river) Missouri. " the mcaninij of these sentences, can very easily "tcl! what particular" objects arc meant. With a view to delineate to his disciplus, in lively colours, the dreadful ca- lamilierf which was to come upon Jerusalem, our Saviour avails himself

of the figura live style, in which he pourtraiys a general calamity by presenting an individual scene. Each hearer, then, is to consider the scene as local, and taking place in his own neighbourhood; consequently, his attention is directed to that particular mill which it contains. But perhaps it may be urged, that these expressions ought to be taken in their literal sense. For the sake of argument, we will admit the assumption; and still, we believe the application of the article to these words, comports exactly with our definition. The phrases, "The mill and the field," designate individual objects, which, in contradistinction with others, may be considered as particular. The phrases, "The one shall be taken and the other left; He will have neither the one nor the other," and the like, are idioms in our language which are too well established to be rejected. But the sense of the article even in this construction, does not appear to be inconsistent with our definition of it; for, if we consider that of two objects one is taken, this one becomes particular, in opposition to the one left; and the one left, in this point of view, is also a particular object. "The lawyer, the poet, and the lover, are of imagination all compact." "The horse is a noble animal; The dog is a faithful creature." These expressions-- which are also figurative, the singular being taken for the plural and an individual for the species, belong to that class of tropes called Synecdoche or comprehension. "The poet, the lunatic, and the lover," (meaning poets, lunatics, and lovers,) denote particular kinds or classes of men in contradistinction with other classes. "The horse and the dog," represent, not any animals indiscriminately, but these two definite and particular species. "And the rain descended, and the floods came, and the wind blew, and beat upon that house," &c; that is, that particular thing, namely, the house, the flood, the wind, beat upon it. Suppose our Saviour had said, "And great tempests were upon that house, and it fell;" we might have conjectured, for instance, that it was shakendown by an earthquake, or destroyed by fire, or in some other way. But the expression is not thus vague. The particular cause of its destruction is pointed out. We will close those remarks with an extract from the late and lamented Lindley Murray. "Thou knowest we think," says that distinguished grammarian, "that the two- words, *et cetera*, are sufficient to support our definition of the articles, it may be proper to observe, that all which can be done to render the definition of *et cetera* comprehensive, and accurate, men of sense generally admit of exceptions; that there are peculiar circumstances which may be stated; and precise bounds are maintained. These, in the hands of men more ingenious than the *et cetera* is advanced against any system; and to those who are not without talent, may appear to be material improvements, but they do not touch the nature of the subject," &c. &c.

T.30 BTVOL0GY AAD SYATAX 3. All adjedlve is frcqunully placed between the prticle nnd tli; iion-
w-itli which tlie article agrees; as, " A good boy ; an itidustri ous man." Sometimes the adjective
picoeiles the article; as, " A = "rent a man as Alexander; Such a skamc." " 4. In referring to many
individuals, when we wish to bring each separately under consideration, the indefinite article is
Eometimes placed between the adjective man^/and a sinjiularnuun ;as, "Where man;/ a rosebud

rears its blushing head ;" " Full mani/ afouer is born to binsh unseen." , , , 5. The definite article the is frequently applied to adverbs in th, comparative or superlative (Jtgree; as, " The more I examine it, tlu better I like it; I like this the least of any." Yon miiy proceed and parse the following articles, when yon shall have committed this SYSTEMATICR ORDER OF PAUSING. The order of parsing an Article, is an arti- cle, and why? definite or indefinite, and why? with what noun does it agree? Rule. " lie is the son of a king." The is an article, a word prefixed to a noun to limit its t signification definite, it limits the noun to a particular ob- ject it helonsjs to the noun "son." according to Rule 2. 'Ac '(lefinile article the belongs to nouns in tlu shisrular or plural number. . . A is an yrticle, a word placed before a noun to limit its signification indefinite, it limits the noun to one of a kind, but to no particular one it agrees with ' king," agreeably to Rule 1. The article a or an agrees with nouns in the sin- sular number only. Note. By considering the original meaning of this article, liie propriety oY Rule 1, win appear. A or an, (formerly written <,) tciril' equivalent to one, any one, or some one, can not be pretixed^ to nouns in the plural numlier. Thor is, however, an exception; to this lule. .3 is placed before a plural noun when any ol niQ following adjectives come between the article and the noun -Jew, srcat mlny,'dozen, hundred, thousand, million; as, a few men, lhousand houses, kc. After havino- parsed these articles several times om. please to read" this third lecture <Ar* times. Then lum back, and examine the second lectun .ricftly, obseivirto to parse every example according to the dnoption* \>f< ously given, which will prepare you to parse syslfcTi- ' ly, all the articles, nouns and verbs in lbe |JB.._ EXERCISES IN PARSING.^ '^ A bird sings. An eagle flies. MoimtaiM^rj multitude pursue pleasure. The reaper reapim-!..? ?-

\ ARTICLES.-PARSIXG. 51 grain. Farmers mow the cjgrass. Fiirmer's boys spread the hay. The clerk sell's the merchant's goods. An os- trich outruns an Arab's horse. Cecropi founded Athens, Gallileo inventeol the telescope James Macpherson trans- lated Ossian's poeuis. Sir Francis Drake circumnavigated the globe. I will now olTer a few remarks on the misapplication oi the articles, which, together with yoUr own good sense, will enable you to use them with propriety. But, before you proceed, please to answer the following q,IIESTIONS NOT ANSWELLED IN PARSING. \ How many articles are there? When des a become an? What are the exceptions to this rule? In what sense is a noun taken, when it has no article to limit it? Before what nouns is the article omitted ?-Is the article the ever applied to adverbs?^-Repeat the order of parsingan article, What rule applies in parsing the definite article? What rule in parsing the indefinite? 'WhAi was the original meaning of a or an? When is a or an placed before o.plural noun ? EXERCISES IN FALSE SYNTAX. Note to Rule I. Jin is used before a voivel or silent A, anil a before a consonant or long, and also before tlie word one. ',, Itis not only disagreeable to the ear, but, according to this note^/ improper to say, a .ipple, a humble suppliant, an hero, an universi- fy, because the wonl apple begins with a vowel, and h is not sound- ed in the word humble^ for which reasons a should be an in the first tw9 examples; but, as the h is sounded in hero,, and the u i.s long in universili/, a ought to be prefixed to these words: thu*, mi

apple, a humble suppliant: a hero, o university. You may correct the following EXAMPLES. A enemy, a inkstand, a hour, an horse, an herald, an heart, an heathen, an union, a umbrella, an useful book, many an one. This is an hard saying. They met with an heavy loss. lie would not give an hat for an horse. Note to Rulf. 2. The articles are often properly omitted: when used they should be justly applied; as " Gold is corrupting; The sea is green; A lion is bold." It would be improper to say, The gold is corrupting; Sea is green " 3rd Sra⁵ is good for horses, and the wheat for men for as good for the horses, and wheat for the men. Grati." 'nob well. Wheat is blighted ^sv-^; ' I :^>^

Tjwf 52 ETYMOLOGY AND SYNTAX. In the first of these sentences, we are not speaking of any particular kind of grass or wheat, neither do we wish to limit the meaning to any particular crop or field of grass, or quantity of wheat; but we are speaking of grass and wheat generally, therefore the article the should be omitted. In the second sentence, we do not refer to any definite kind, quality, or number of (horses or men; but to horses and men generally; that is, the terms are here used to denote whole species, therefore the article should be omitted, and the sentence should read thus, " Grass is good for horses, and wheat for men." In the third and fourth examples, we wish to limit our meaning to the crops of grass and wheat now on the ground, which, in contradistinction with the crops heretofore raised, are considered as particular objects; therefore we should say, " The grass looks well; The wheat is blighted." FALSE SYNTAX. Corn in the garden, grows well; but corn in the field, does not. How does the tobacco sell? The tobacco is dear. How do you like the study of the grammar? The grammar is a pleasing study. A candid temper is proper for the man. World is wide. The man is mortal. And I persecuted this way unto the death. The earth, the air, the fire, and the water, are the four elements of the old philosophers*. LECTURE IV. OF ADJECTIVES. An Adjective is a word added to a noun to express its quality; as, a good man. a bad man. In the phrases, a good apple, a bad apple, a large apple, a small apple, a red apple, a white apple, a green apple, a sour apple, a sweet apple, a hard apple, a soft apple, a mellow apple, a fair apple, a mellow apple, an early apple, a late apple, a winter apple, a crab apple, a thorn apple, a roasted apple, an ill looking apple, a water-cored apple, you perceive that all those words in italics are adjectives, because each expresses some quality or property of the noun apple, or it shows what kind of an apple it is of which we are speaking. The distinction between a noun and an adjective is learned. A noun is the name of a thing; but an adjective notes simply the quality or property of a thing. This is a cloth. In this example, the difference between the word cloth and

ADJECTIVES. 53 \ noting the thing, and denoting the quality of it, is easily perceived. You certainly can not be at a loss to know, that the word cloth expresses the name. and the quality, of the thing; consequently it must be an adjective. If I say, He is a wise man, a prudent man, a sick man, or an ungrateful man, the words in italics are adjectives, because each expresses

a quality of the noun man. And if I say, he is a tall man, a short man, a white man, or a black man, the words, tall, short, white, and black are also adjectives, because they tell what kind of a man he is of whom I am speaking, or they attribute to him some particular property, and you will frequently find the adjective placed after the noun; as, "Those men are tall; A lion is bold; The weather is cold; The tree is three feet thick?" Should you ever be at a loss in distinguishing an adjective from the other parts of speech, the following sign will enable you to tell it. Any word that will make sense with the word thing added, or with any other noun following it, is an adjective; as a high thing, a long thing, a hot thing, a cold thing, an unfinished thing, a new-fashioned thing; or a pleasant prospect, a long-deserted wilderness, an American soldier, a Greek Testament. Are these words adjectives, distant, yonder, peaceful, long-sided, double-headed? A distant object or thing, yonder hill, yonder city. They are. They will make sense with a noun after them. Adjectives sometimes become adverbs. This matter will be explained in Lecture VI. In parsing, you may always know an adjective by its qualifying a noun or pronoun. Most words ending in ing are present participles. These are frequently used as adjectives; therefore most participles will make sense with the addition of the word thing or any other noun, after them; as a pleasing thing, a moving spectacle, mouldering ruins. In the Latin language, and many others, adjectives, like nouns, have gender, number and case; but in the English language, they have neither gender, person, number, or case. These properties belong to creatures and things, and not to their qualities; therefore gender, person, number, and case are the properties of nouns, and not of adjectives. They are varied only to express degrees of comparison. They have three degrees of comparison, the Positive, the Comparative, and the Superlative. E2 I

4 5-4 ETYMOLOGY AND SYNTAX, The positive degree expresses the quality of an object without any increase or diminution; as, good, wise, great. The comparative degree increases or lessens the positive in signification; as, better, wiser, greater, less wise. The superlative degree increases or lessens the positive to the highest or lowest degree; as, the best, wisest, greatest, least wise. / COMPARISON OF ADJECTIVES. i More and most form the comparative and superlative degrees by increasing the positive; and less and least, by diminishing it. Comparison by increasing the positive. Pos. Comp. Sup. great. greater, greatest. wise. wiser, wisest. holy. more holy, most holy. frugal, more frugal, most frugal. ii Comparison by diminishing the positive. Comp. Sup. wise, less wise. least wise. holy, less holy, least holy. frugal. less frugal. least frugal* i NUMERICAL ADJECTIVES. Words used in counting, are called numeral adjectives of the cardinal kind; as, one, two, three, four, twenty, fifty, &c. ' Words used in numbering, are called numeral adjectives of the ordinal kind; as, first, second, third, fourth, twentieth, fiftieth, &c. ' Note. The words none, few, and several, as they always refer to an indefinite number, may be properly called numeral adjectives of the indefinite kind. v NOTES. i. The simple, or Positive, becomes the Comparative by adding r, or er; and the superlative becomes the Superlative by adding st, or est, to the end of it; as, Pos. wise, Comp. wiser. ii Rich, richer, richest; bold, bolder, boldest, bravest. i. flijis

ADJECTIVES.-----PARSING, 55 ^ more anj most, less anj least, when placed liefore Uic adjective, have llic same ellect; as, l'us. wise, Coiii |). wjrc wise. Sup. most wise; To?, wise, Corap. less wise, Sup. least wise. 2. M-mosy/llables nrc generally compared by adding cr and est; dissyllables, lrysyllables, &c. by more and most; as, mild, mihler, mildest; frugal, more /vugul, most frugal; virtuous, more virtuous, most virtuous. Dissyllables ending iny; as, happy, lovely ; and in le after a mate; as, able, ample; and dissyllables accented on the last syllable: as, discreet, polite; easily admit of er and est; a?, happier, hsippies!; politer, polit<. Words of more than two sylla- bles very selilojn admit of these tenninations. ;. When the positive emls in d, or t, preceded by a single vowel, thoconsanant is doubled in forming the comparative and superla- tive degrees; as red, redder, reddest; hot, hotter, hottest. 4. In some words the superlative is formed by adding most to the rnd of them; as nethermost, uttermost or utmost, undermost, up- permost, foremost. a. In English, as in most languages, there are some words of very common use, (in which the caprice of custom is apt togtt the bet- ter of analogy,) that are irregular in forming the degrees of com- parison; as, "Good, better, best; bad, worse, wors't; little, less, leiHt; much or many, more, most; near, nearer, nearest or next; late, later, latest or last; old, older or elder, oldest or eldest;" anii a (^^\v others. C. The following adjective3, and many others, are always in the ncperlalive degree, because, by expressing a quality in the highes*^^ ' degree, th(,7 carry in themselves a superlative signification : chiefs ettreme, perfect, right, wrong, honest, just, true, correct, sincere, rastiV immense, ceaseless, infinite, endless, unparalleled, iiniecrsal, svpreme.^ , " unlimited, omnipotent, all-icise, eternal. 7. Compound adjectives, and adjectives denoting cpialities ari- r-ing from the figure of bodies, do not admit of comparison; such n .eell-fornied, frost-bitten, round, square, oblong, circular, quadran<m^-4: lar, conical, &c. " 8. The termination wA aciled to adjectives, expresses a slight de- gree of quality below the comparative : as, black, blackish ; \: ?U. snit isk. } erj/ prefixed to the comparative, expresses a : ' ty, but not always a superlative degree. Read this Lecture carefully, particularly thr. i-iQ-^'^-j^i^'^ ter which you may pause the folloiving- adjecti^ ("J-^rit'i^tTHi ' tcrverb, and, likewise, the examples that follt,.v. Wlfoii^' can not repeat all the definitiong and rules, iprpivd^Tffer Compendium when you parse. But before you proceed'; please to connmit the SYSTEMATICK ORDER OF PARSING. 2%p order of parsing an Adjective, is an ' ,-pnd why.? compare it degree of l>Hr:.scr., and why.? to what noun does i-t- a m

/^^x-

56 ETYMOLOGY AN*D SYNTAX. " Tliat "rtSLI nation xsas once 'poxuerful; but now it m feeble" Grcal \s an adjective, a word adde'l to a noun to rxpres? its qualityv pos. great, com. greater, s^up. greatest iMs in the positive de2;ree, it expresses the quality of an object without any increase or diminution, ar.d belongs to the noun " nation." according to Rule 18. Adjectives belong to, and quahjij, nouns ex- pressed or understood. Was is a veri), a word that signifies to be neuter, it ex- presses neither

action nor passion, but being, or a state of jjeino- third person singular, because its nominative ' na- tion'" is a noun of multitude conveying unity of idea it agrees with " nation"agreeably to ' ^RuLE 10. A noun of multitude conveying unity of idea, must have a verb or pronoun agreeing with it i, i (/ le^singular. Poraerfal is an adjective belonging to " nation, iiccord- ing to Rule 18. Feeble belongs to " it," according to Note 1. uuder Rule 18. Is is a neuter verb agreeing with ' it, agreeably to Rule 4. ' Bonaparte entered Russia with 400,000 men.' Four-hundred-thousand is a numeral adjective of the cardinal kind, it is a word used in counting, and belongs to the noun ' men," according to Note 2, under Rule 18. JVume-; rat adjectives belong to nouns, which nouns must agree with number K, i(A their adjectives. ^ If in parsing the following examples, you find any words about which you are at a loss, you will please to turn back, and parse all the foregoing examples again. This course will enable you to proceed without any difficulty. is an adverb. O/and to are prepositions, govern-, nouns that follow them in the objective case. EXERCISES IN PARSING. -A ocr.e- ' . rt man helps indigent beggars. Studioii? s^joi.ai-s learn many, long lessons. Wealthy merchant ^vi-ln!ve ships. The heavy ships bear large burdens; the lighter ships carry less burdens. Just poets use figurative language. Ungrammatical expressions offend a true critic's ear Weak critics magnify trifling errors. If a writer's composition is perfect. The rabble was tumultuous, -!^.*^ washed grass looks green. Shady trees form a pleasant harbour. The setting sun makes a beautiful sight. The variegated rainbow appears more heavenly. The greatest of the Theban generals was next to Epaminondas. --."...,<') 1

ADJECTIVES.----PARSING. 5t ^ The first fleet contained three hundred men; the second contained four thousand. Six thousand Americans repulsed fifteen thousand British troops. REMARKS ON ADJECTIVES AND NOUNS. All an adjective used without a noun, with the definite article the before it, becomes a noun in meaning, and should be parsed as a noun; as, " The virtuous and sincere are always respected; Providence rewards the good, and punishes the bad;" that is, virtuous persons, sincere persons^ &c. " The evil that men do, lives after them; " The good is often interred with their bones." Sometimes an adjective becomes a noun, and has another adjective joined to it; as, " The chief officer; the vast immensity of space." Various nouns placed before other nouns, assume the nature of adjectives, as " sea fish, iron mortar, timber vessel, gold watch, common field, meadow ground." With regard to the using of adjectives and other qualifying words, care must be taken, or your language will frequently amount to absurdity or nonsense. Let the following, general remark, which is better than a dozen rules, put you on your guard. Whenever you utter a sentence, or put your pen on paper to write, weigh well in your mind, the meaning of the words which you are about to employ, and thus you will avoid innumerable errors. In speaking of a man, we may say, with propriety, he is very wicked, or exceedingly lavish, because the terms wicked and lavish are adjectives that admit of comparison; but it appears to be absurd to say, >^*e i terif honest or exceedingly just, for the words honest and just admit of no comparison. A man is honest or dishonest, just or unjust;

tlif to can be no mettium nor excess in this respect. Fery corrrftt, teri/ incorrect: very right, i-ery wrong, are common exprff^ions; but they are absurd, anrl, therefore, they should be a^'oide^'. What is no(correct must be incorrect; and that which is not incorrect must becorrerf; what is noi right, mu^t be wrong; and that which is not lorong must be ri^ht. When adjectives are used by way of comparison, the objects com- pared must be set in direct opposition to each other; as, " Pope was rich, but Goldsmith was^joor." The following sentences are itiac- turntc: " Solomon was wiser than Cicero was eloquent;" "' -Thy priciples of the reformation were deeper in the prince's mind than ipbe ensilii eradicated.'" This latter sentence contains nn compa- rin-i lit ill; neither does it convey any meaning, Again, if the Psalmist had said, " I am the wisest of my teachers," he would have spoken absurdly, because the phrase would imply, that ho wns one of his teachers. But in saying, 'I am wiser Wan .ray i^affasfj,? he does not consider himself one of them, but placBM. *- 'Ar^,contradistinction to them. vou proceed any further, you may answer the -TIONS NOT ANSWERED IN PARSING. -I^i* 1-^ ilie distinction between a nnun and an adjective ? -'rr njials^fo may an adjective be known? Are partici- J^>

^ ETY."ttOLOGY AND SYNTAX, A ^lwA pies ever used as adjectives? -Does gender, person, num- ber, or case, belong to adjectives? How are they varied >. Name the three degrees of comparison. What effect have less and least in comparing adjectives? Kepeat all the va- rious ways olforming the degrees of comparison, mentioned in tiie first five Notes. Compare these adjectives, ripe, frugal mischitvous, happy, able, good, little, much, or many, near, late, oW. Name some adjectives that are always m the superlative, and never compared. Are compound ad- jectives compared? What is .said of the termmtion ish, and of the sniverbs very, exceedingly, a.aA eminently ! Ht- peat the order of parsing an adjective. What rule apphesi in parsing an adjective? What rule in parsing a v^erb a- o-reeing with a noun of multitude conveying unity ot idea! What Note should be applied in parsing an adjective which belongs to a pronoun? What note in parsing nume- ral adjectives-? When does an adjective become a noun? What nature does a noun assume when placed before another noun? EXERCISES IN FALSE SYNTAX. Note 3, under Rule 18. Double Comparatives and 5, -^jtrhtives should be avoided such as, worsers, lesser, mor^ deerflr, more wickedder, &c.: chiefest, supremest, per/ectest,^ ri^htest; or more perfect, 7nost perfect, most supreme, to "virtue confers the most supreme dignity on man, and it nshould be .lis chiefest desire. He made the greater light to rule the day, and the le- er light to rule the niffht. . . , r . Ttie phrases, " most su |>reme-' and " cl.icfest," m the first sen- tcDce, arc incorrect, tiecause supreme aud chief are in the superli, tive decree without having the superlative form ^pera.hicl win makes them double s.iperalalives. They should be written, c, icrs supreme di-nity," and his " chief desire. ' We can sav, Sne thin- is ?? than another, or rnialter than lu, -ther, because the adijectives less and smaller are in the comparatr decree; hut the ohrase, " lesser li-ht," in the second sentence is^ accurate. Lesser is a double coraparaUve, which, according to , preceding Note, should bo avoided. Lesser is as incorrect as fo. der, r.v.der, worsers. " The jmaHfr

light," would be-- , yet .t- able. You can correct the foolishness without my assistance. The pleasures of the understanding are more part, than those of imagination or sense. The tongue is like a race-horse, which runs with the lesser weight it carries. The nightingale's voice is the most sweetest thing.

PARTICIPLES.-----**PARSING.** 59 The Most Highest hath created us for his glory. He was admitted to the chiefest offices. The first witness gave a strong proof of the fact; the next, a more stronger still; but the last witness, the most strongest of all. He gave the fullest and the most sincere proof of the truest friendship. **LECTURE V. OF PARTICIPLES.** A PARTICIPLE is a word derived from a verb, and partakes of the nature of a verb, and also of an adjective. Participles are of three kinds, present, perfect, and compound perfect. The present participle denotes present time. It always ends in -ing; as, ruling. The perfect participle denotes past time. In regular verbs it always ends in -ed, and corresponds exactly with the imperfect tense; as ruled. A compound perfect participle is two or more participles united; as having ruled, having been ruled. The term Participle comes from the Latin word *participium*, which signifies to partake; and this name is given to this part of speech, because it partakes of the nature of the verb and adjective. In the first place, I will give you an explanation of this part of speech as partaking of the nature of a verb. Participles have an active, passive, and neuter signification. They likewise denote time. In all these respects they have the properties of verbs. Thus, in the example "The boatman is crossing the river; Charles is retreating into the field; the words crossing, retreating, are present participles; and the boatman retreating they partake of the nature of verbs, for present actions taking place at the present time, or the time of the utterance.

60 ETYMOLOGY AND SYNTAX. The actions which are going on. The nouns boatman, Charles, and man, to which these participles refer, are not nominatives to them, because a participle has no nominative. In the next place I will show you how participles partake of the nature of adjectives. "He is a poor wretch, afflicted and despised." In this sentence the perfect participles afflicted and despised, belong, like adjectives, to the noun wretch; and, like all perfect participles, they partake of the nature of adjectives. Again, the present and perfect participles, when placed before nouns, frequently become real adjectives, and should be parsed as such; as, a loving companion; flowing stream; Roaring winds; A wilted leaf; A heated imagination; An accomplished scholar. In all these examples you perceive that the participles express some property of the nouns that follow them, therefore they are participial adjectives. The following illustration will enable you to distinguish the participle from the participial adjectives. Participles. See the sun setting. See the moon rising. The wind is roaring. The stream flowing. The vessel anchored in the bay, lost her mast. Participial adjectives. See the setting sun. See the rising moon. Hear the roaring wind. Behold the flowing stream. The anchored vessel spreads her sail. The retreating participle is generally known by its ending in -ing;

as floating, mVmg, hcar-m-, setting. These are de- rived from the verbs/oca. ride, hear and see. But some) words ending in ing-are not participles; such as evenwg,^ rooming, hireling, sapling, nninteresling, unbehevng. wi-' controlling. When you parse a word ending in ing, you should always consider whether it comes from a verb or not There is such a verb as interest; hence you know that, the word interesting is a participle; but there is no such, verb as uninterest, consequently, uninteresting can not be a participle: but it is an adjective; as. an uninteresting story. You will be able very easily to distinguish ihe paiticipl* from the other parts of speech, when you shall have acqm^ ed a more, extensive knowledge of the verb. The perjtd participle will be explained in lecture XI. _j-- ^,ri2a Bymostgrammarians, every verb has three<paWci 5W assigned to it, namely, the/>rm< or actt- je, tUeper^ct^ passive, and the compound perfect. From tl;e verb love; it(|

J-ARTICIPLES. PARSIAt;. 61 mrt c.ples are pres. lovmg, per. loved, comp. perf. taving Z f,r" ""^'^""^ ""* ' *>" lastof (hese is formed bf he un.o., of the present part.cple having, and theferlec^ W; so that, str.ctly speakmg, ue havf but two part.d- ples. There IS no great impropnety, however, in calling these two pa.ticiples un.ted, a componnd perfect participk Speak (he participles from each of these verbs, learn walk, shun, sm.le, sail, conquer, manage, reduce, 'relae' learned, Comp. Perf. having learned, and so on ^ you may now commit the orrf^r of parsing a narticinle and then proceed with me. pti.n.g a participle, SFSTEMATICK ORDER OF PARSING. The order of parsing a P.^rticiple, is a par- ticiple, and why?-(rorn what verb is it deriv- ed.^-speaktheli,ree-present,perfect,orconi. " J saw a vessel sailing^ Sailing is a participle, a word derived from a verb and partakes of the nature of a verb, and also of an adleCi ve- U comes from the verb to sail-pres. sailing, perfect llw comp. perf. havmg sa.led-it is a present parUcmle be Sei"r;^/r^r ""v^""^ -fers^to "hT'i": vessel lor its subject, according to " Not a breath disturbs the sleeping billow " fe | _ygyv.ll please to parse these two words severai times *- a,.ement: ^ut^e^;?;;^:-o:~^! if MMi^Ai.

r' mB (J;i ETVMOLOGY AND SYMAX. pie: I see a -jcjse/sailing; or, I see three vessch sailing. Vou perceive that the participle sailing refers to a singular nourfnfthe first example, and to a plural noun in the second; anfljetthc participle is in the same form in both examples. The noun vessel is in the objective case, and governed by the transitive verb see. But when a verb follows a noun, the ending of the verb varies in order to agree with the noun which is its nominative; as, the vessel sails; the ves- sels sail. In this place it may not be improper to notice another Rule that relates to the participle. In the sentence, "The man is beating his horse," the noun liorse is in the objective case, because it is the object of the action ex- pressed by the active transitive participle "beating," and it is governed by the participle beating, according to Rule 26. Participles have the same government as iht - erbs have from which they are derived. The principle upon which this rule is founded, is quite apparent. As a participle derived from a transitive verb, expresses the same kind of action as its verb, it necessari- ly follows, that the participle must govern the same case ,is the verb from which it is derived. When

you shall have studied this lecture attentively, you may proceed and parse the following exercises, containing five parts of speech. If, in analysing these examples, you find any words which you can not parse correctly, make systematically by referring to your Compend for definitions and rules, you will please to turn back and read over again the whole five lectures. You must exercise a little patience, and for your encouragement, permit me to remind you that when you shall have acquired a thorough knowledge of these five parts of speech, only five more will remain for you to learn. In the following examples the words *flowing*, *purling*, *howling*, and *whispering*, are participial adjectives. These audits you may omit. EXERCISES IN PARSING. Orlando left the herd grazing. The hunter's young dog barking. The old fox heard the horn sounding. Flowing rivers float long rafted. Warm streams moisten the earth's surface. The winter approaching, melts the cold snow. The slumbering feathered birds; .

THE PARTICIPLE. Participles frequently become nouns; as, "A good understanding; Excellent writing." "He made a good beginning, but a bad ending." But, in the phrases, "That magnificent city; An admired list; A most respected magistrate; A bright prospect," the participles *admired*, *respected*, *improving*, become adjectives, because they express qualities or properties of the nouns that follow them. Participles frequently govern nouns and pronouns in the possessive case: "Upon Johnson's going home, I returned to the city;" "Upon God's having ended all his works," &c; "At my coming in, he said," &c." In these examples, the nouns *Johnson's* and *God's* and the pronoun *my*, are in the possessive case and governed by the participles *going*, *having*, *ending* and *coming*. But perhaps, in examples like these, it would be better to take the whole clause together, and consider it a substantive phrase, or member of a sentence, in the objective case, and governed by the preposition which begins the phrase. See Note 2, under Rule 28. You may now answer these QUESTIONS NOT ANSWERED IN PARSING. How many kinds of participles are there? What is the ending of a present participle? What does a perfect participle denote? With what does the perfect participle of a regular verb correspond? What is a compound perfect participle? From what word is the term participle derived? Why is this part of speech thus named? Wherein does this part of speech partake of the nature of a verb? Do all perfect participles participate the properties of adjectives? When are participles called participial adjectives? Give examples. How may a present participle be known? Repeat the order of parsing a participle. What Rule applies in parsing a present participle? What Rule applies in parsing a participial adjective? Do participles vary in their terminations in order to agree with their subject or actor? What Rule applies in parsing a noun in the objective case, governed by a participle? Do participles ever become nouns? Give examples. Do participles ever govern nouns in the possessive case? Give examples.

/ LECTURE VI. OF ADVBBBS. An Adverb is a word used to modify the sense of a verb, a participle, an adjective, or an adverb. Recollect, an adverb never qualifies a noun. It qualifies either of the four parts of speech above named, and none others. When an adverb is used to modify the sense of a verb or participle, it generally expresses the manner, time, or place, in which the action is performed, or some accidental circumstance respecting it. In the phrases. The man rides gracefully, awkwardly, badly, swiftly, slowly. &c. or, I saw the man riding swiftly, slowly, leisurely, very fast, &c. you perceive that the words gracefully, awkwardly, very fast &c. are adverbs, qualifying the verb rides, or the participle riding, because they express the manner in which the action denoted by the verb and participle, is done. In the phrases, 'The man rides daily, weekly, seldom, frequently, often, sometimes, never; or, The man rode yesterday, heretofore, long since, long ago. recently, lately, just now; or, The man will ride soon, presently, directly, immediately, by-and-by, to-day, hereafter, you perceive that all these words in italics, are adverbs, qualifying the verb rides, because they express the time of the action denoted by the verb. Again, if I say. The man lives here, near by, yonder, remote, far off. somewhere, nowhere, everywhere, &c. the words in italics are adverbs of place, because they tell where he lives. Adverbs likewise qualify adjectives, and sometimes other adverbs; as more wise, more wisely, most wisely. When an adverb is joined to an adjective or adverb, it generally expresses the degree of comparison; for adverbs, like adjectives, have degrees of comparison. Thus, in the phrase, A skilful artist, you know the adjective; but, by placing the adverb more before the adjective, we increase the degree to the comparative; as, A more skilful artist; and by placing the adverb most before the adjective, we increase it to the superlative; as, A most skilful artist. And if place more and most before other adverbs, the adverb becomes a comparative; as, more skilfully, most skilfully, &c.

OF ADVERBS. COMPARISON OF ADVERBS. I. Positive. Comparative. Superlative. soon, sooner, soonest. often. oftener, oftenest. much, more, most. well. better, best. widely, more wisely, most wisely. justly. more justly, most justly. % 65 Note. Adverbs ending in ly, are compared by more and most. You will generally know an adverb at sight; but sometimes you will find it more difficult to be distinguished, than any other part of speech in the English language. I will, therefore, give you some signs which will assist you a little. Most words ending in ly are adverbs; such as. politely, gracefully, judiciously. Any word or short phrase that will answer to either of the questions, how? how so much? when? or where? is an adverb; as. The river flows rapidly. He walks very fast; He has gone far away; but he will soon return; She sings sweetly; They learn none at all. How, or in what manner does the river flow? Rapidly. How does he walk? Very fast. Where has he gone? Far away. When will he return? Soon. How does she sing? Sweetly. How much do they learn? None at all. From this illustration you perceive, that, if you could not tell these adverbs by the sense, you would know them by their answering to the questions. However, your better way will be to distinguish adverbs by considering the office they perform in the sentence; or by noticing their grammatical relation, or

their situation, with respect to other words. Rapidly, fast, far, soon, sweetly, &c. are known to be adverbs by their qualifying the sense of verbs, "A very good pen writes extremely well." Well, in this sentence, is known to be an adverb by its qualifying the sense of the verb writes; extremely, by its ending in ly, or by its being joined to the adverb we'd to qualify it; and very is known as an adverb by its joining the adjective good. Expressions like these, one at a time, a great deal, a few days ago, long since, when they are used to denote the manner of the action of verbs or participles, are called adverbs. very numerous, may be reduced to certain classes.

m: 66 IMHPC^iHia ETI'MOTOGY AND SYJXTAX, 1^ Of Number; as, Once, twice, thrice, &c. 2. Of Order; as, First, secondly, lastly, &c. 3. Of Place; as, Here, there, where, elsewhere, any-where, somewhere, nowhere, herein, whither, hither, upward, downward, forward, backward, whence, thence, whithersoever, &c. 4. Of Time. Present; as, Now, to-day, &c. Past; as, Already, before, lately, yesterday, heretofore, hitherto, long since, long ago, &c. Future, as, To-morrow, not yet, hereafter, henceforth, henceforward, by-and-by, instantly, presently, immediately, straightways, &c. 5. Of Frequency; as, Often, often, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again, &c. 6. Of Quantity; as, Much, little, sufficiently, how much, how great, enough abundantly, &c. 7. Of Manner or quality; as, Wisely, foolishly, justly, unjustly, quickly, slowly, &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination ly to an adjective or a participle, or by changing U into ly; as, Bad, badly; cheerful, cheerfully; able, ably; admirable, admirably. 8. Of Doubt; as, perhaps, peradventure, possibly, perchance. 9. Of Affirmation; as, Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really &c. 10. Of Negation; as, Nay, no, not, by no means, not at all, in no wise, &c. 11. Of Interrogation; as, How, why, wherefore, whether, &c. 12. Of Comparison; as, More, most, better, best, worse; worst, less, least, very, almost, little, alike, &c. NOTES. This catalogue contains but a small portion of the adverbs in our language. 1. Many adverbs are formed by a composition of prepositions with the adverbs of place, here, then, &c. i. Here, if thereof, whereof; hereto, thence, whereto; hereby, whereby; herewith, therewith, wherewith; herein, hither, A. here, in; therefore, (i. e. there-for,) wherefore, (i. e. where, hereon, thereupon, thereon. wheretoe, &c. m. t

x ADVERBS.--PARSING. en 2. (When the words therefore, consequently, accordingly, and the like, are in connexion with other conjunctions, they are adverbs: but when they are joined to prepositions, they are conjunctions. of these, and where, are all others of the same nature, such as whence, whither, whenever, hitherto, till, until, &c. may be properly called adverbial conjunctions, because they participate the nature both of adverbs and conjunctions; of adverbs, as they denote the attributes either of time or place; of conjunctions, as they conjoin sentences. 4. Some adverbs are composed of nouns and the letter a, used instead of at, on, &c. as, Aside, athirst, afoot,

asleep, aboard, ashore, abed, aground, afloat, &c. You will now please to read this lecture four times over and read slowly and carefully, for unless you understand well the nature and character of this part of speech, you will be frequently at a loss to distinguish it from others in composition. Now do you notice, that, in this sentence which you have just read, the words slowly, carefully, zeal KoA frequently, are adverbs? And do you again observe that, in the question 1 have just put to you, the words tiow AuA just are adverbs? Exercise a little sober thought. Five minutes spent in reflection, are worth whole days occupied in careless reading. In the following exercises six parts of speech are presented, namely, Nouns, Verbs, Articles, Adjectives, Participles, and Adverbs; and I believe you are now prepared to parse them all agreeably to the systematic order. Those words in italics, are adverbs. SYSTEM. ORDER OF PARSING. The order of parsing an Adverb, is an adverb, and why? what sort? what does it qualify? Rule. "My friend has returned again; but his health is very good." Again is an adverb, a word used to modify the sense of a verb of time indefinite, it expresses a period of time not precisely defined it qualifies the verb "has returned" V, according to Rule 29. Adverbs qualify verbs, participles, adjectives, and other adverbs. "A word used to modify the sense of a proposition" Qn. J. "ma" makes the assertion negative; that is justis* y jpo. "Si" from an affirmative to a negative I

I -i ETYMOLOGY AND SYNTAX. and it qualifies the verb "i," agreeably to Rule 29. "The good" -word used to qualify the sentence of an adjective of comparison, it compares "the adjective" -good and qualifies it according to Rule 29. Adverb. qualify adjectives, &c. EXERCISES IN PARSING. The traveller described a lofty castle decaying gradually; Fen/ few literary men ever become distinguished poets. "The great Milton excels not Homer. The Roman women once too largely contributed their most precious jewels to, "Many small streams uniting, form very large rivers The river in a falling perpendicularly, forms a vast cataract." Uten slaves drive horses; care/ care/ u/ y; neglig. s:rip; rn:ji; fr; ef; t:ovem friendship, Note Two adverbs frequently qualify one verb The adverb presses the sentence. "The former number, and is, "a; r. n r: uvelt, an overseer. y t. prepo B> l. on. ADVERBS. 4d "The" V; ft n he "In the former sentence rare is an adverb more "The" V for it is joined to a noun to qualify it; in Adverbly an adjective, "The" V latter it is an adverb. "The" V n, nmins and sometimes as adverb, others that are sometimes used as an adverb, "The" V, example, fo-daj, "they are adverbs, because they express the third, an adverb "The" V. Sl? n short, you must determine what part of the sentence they convey, "

ADVERBS. PARSING. 69 All adjective may, in all instances, be distinguished from an adverb by this rule Any word that qualifies a noun or pronoun is an adjective, but any word that qualifies a verb, participle, adjective, or adverb, is an adverb. In so/no instances the preposition becomes an adverb merely by its application; as, "He rides about; He was near falling; But do not after lay the blame on me." Adverbs seem originally to have been contrived to express com- (lendingly

in one word, what must otherwise have required two or more words; as, "He acted wisely;" for, he acted with wisdom; "He acted prudently;" for, with prudence; "He did it here," for, he did it in this place; "He exceeded all," (or, to a great degree; "He often sold," for, frequently, and for, few times; "He is eminent," for, in an eminent position. Before you proceed to correct the following exercises in false Syntax, you may answer these QUESTIONS NOT ANSWERED IN PARSING. Does an adverb ever qualify a noun? What parts of Speech does it qualify? When an adverb qualifies a verb or participle, what does it express? When an adverb qualifies an adjective or adverb, what does it generally express? Compare some adverbs with what signs may an adverb be known? Give examples. Repeat some adverbial phrases. Name the different classes of adverbs. Repeat some of each class Repeat some adverbs that are formed by a combination of prepositions with adverbs of place. What part of speech are the words, therefore, consequently, &c. &c. ? What words are called adverbial conjunctions? Why are they so called? Repeat some adverbs composed of the article a and nouns. Repeat the order of parsing an adverb What rule do you apply in parsing an adverb? Is the same word sometimes used as an adjective and sometimes as an adverb? Give examples. What is said of the word much? By what rule can you tell an adjective from an adverb? Do prepositions ever become adverbs? Give examples. For what end were adverbs originally contrived? EXERCISES IN FALSE SYNTAX. Note 3, to Rule 29. Adjectives are sometimes improperly applied as adverbs; as, indifferent honest; excellent ill; miserable poor; she writes elegant; he is walking quickly. As written thus, Lidifficently/ honest, excellent/ poor, she writes elegantly/, he is walking slowly-ly. These adjectives do not express the manner of the action of the verb, but the quality of the noun, and therefore are not adverbs; but "the quality of the noun is understood; for which reason it should be an adjective, suitable. FALSE SYNTAX. The man was slowly wandering about, solitarily and distressed. He lived in a manner agreeably to his condition. The study of Syntax should be previously to that of Punctuation. He introduced himself in a manner very agreeably. Conformably to their vehemence of thought, was their vehemence of gesture. I saw him previously to his arrival. LECTURE VIII. ON PREPOSITIONS. A Preposition is a word which serves to connect words, and show the relation between them. - K The preposition is derived from the two Latin words pre, which signifies before, and pro, for.

to ETYMOLOGY -USD SYNTAX. Correct the following- examples, and give your reason why they are ungrammatical. FALSE SYNTAX. He speaks fluent, and reasons coherent. She reads proper, and writes very neat. They once lived tolerable well, but now they are miserable poor. The lowering clouds are moving slow. He behaved himself submissive, and was exceeding care-ful not to give offence. Note 4, to Rule 29. Adverbs are sometimes improperly used instead of adjectives; as, "The tutor addressed him in terms rather warm, but suitably to his offence." The adverb suitably is incorrect. It does not express the manner of the action of the verb "addressed, but it denotes the quality of the noun terms understood; for which reason it should be an adjective, suitable. FALSE SYNTAX. The man was slowly wandering about, solitarily and distressed. He lived in a manner agreeably to his condition. The study of Syntax should be previously to that of Punctuation. He introduced himself in a manner very agreeably. Conformably to their vehemence of thought, was their vehemence of gesture. I saw him previously to his arrival. LECTURE VIII. ON PREPOSITIONS. A Preposition is a word which serves to connect words, and show the relation between them. - K The preposition is derived from the two Latin words pre, which signifies before, and pro, for.

P~ tthm are so calle;', because they are mostly placed nouns and pronouns which they govern la the case.

^ PREPOSITIONS. 71 Tiie principal prepositionsare presented in the following list, which you miiv now commit to meimry, and thus you will be enabled to distinguish them from other parts of speech whenever you see ihem in composition. A LIST OF TILE PREPOSITIOiNS. ot- under up unto except to ttirougli (iowii acro5s excepting for above before around respecting by below behind amidst during with bi'tween off throughonl ccncorriing in biMieth on upon unierneatb notwithstanding into from among betwixt out of within l)oyontl after beside instead of without at about athwart over against ovor tni . 1 near against towards according to This list contains many words thai are sometimes used as conjunctions, and sometimes as adverbs; but when you shall have become acquainted with the nature of the prepo- silinii, and of the conjunction and adverb too, you will tind no difficulty in ascertaining to which of these classes any word belongs. By looking- again at the definition of a preposition, you will notice, that it performs a duiihh office in a sentence, namely, it connects words, and also shows a relation betweeq them. 1 will first show you the use and importance of this part of speech as a coiinertive. When corn ls ripe-- October, it is gathered the tielc men-^who go hill- hill baskets which they put the ears. You perceive, that in this sentence there is a total want of connexion and meaning; but let us fill up each vacancy with a preposi- tion, and the sense will be clear. " ^V^hen corn is ripe, lit October, it is gathered in the field by m<*n, who go/roj hill to hill raith baskets, into which they put the ears." From this illustration you are convinced, no donkt, that our language would be very deficient without prepositions to connect the various words of which it is composed. It would in fact, amount to nothing but nonsense. There is, however, another part of speech that performs this office, namely the conjunction. This will be explained in lecture iX. in which lecture you wdl leirn. that the nature of a iiejiojition. as aconaeptive participle, is nearly allied fo ^^*-8t4' '-""j""'^'^- 'n'he next (dace I will show you fl^;f^>^!)itionsexpres.'i a relation between words. T&vboy's'uat iswri7er his arm. In this expression, what r*ltioii d"ps the preposition under show,? You know tha* i;

7-4 ETYMOLOGY AND SYNTAX. ,hat and arm are words used as signs of two subjects, or jdeas; but under is not the sign ofa thing you can think of: it is merely the sign of the re/atjo?i existing between the ; two objects. Hence you may perceive, that since the word under is the sign of the relation existing between cer- tain ideas, it also expresses a relation existing between the words, hat and arm, which words are the representatives i of those ideas. I The boy holds his hat in his hand. In this sentence the I preposition in shows the relation existing between hat and hand, or the situation, or relative position, each has in re- gard to the other. And, if I say, The boy's hat is on his head, you perceive that on shows the relation between haf and head, .^gain, in the expressions, The boy threw

his hat up stairs under the bed behind the table through the window over the house across the street into the water and so on, you perceive that the several prepositions express the different relations existing between the hat and the other nouns, stairs, bed, table, window, house, . street, and 'water. i ^ Prepositions govern the objective case, but they do not i express an action done to some object, as an active-transi-1 tive verb or participle does. When a noun or pronoun fol-1 lows a preposition, it is in the objective case, because it is the object of the relation expressed by the preposition and not the object of an action. 1 can now give you a more extensive explanation of the objective case, than that which was given in a former lec- ture. I have already informed you, that the objective case expresses the object of an action or of a relation; and, also, that there are three parts of speech which govern nouns and pronouns in the objective case, namely, active-1 transitive verbs, participles derived from transitive verbs and prepositions. A noun or pronoun in the objective case, can | not be. at the same time, the object of an action and of a relation. It must be either the object of an action or of relation. And I wish you particularly to remember, that whenever a noun or pronoun is governed by a transitive verb or participle, it is the object of an action; as. The tutor instructs his pupils; or. The tutor is instructing him; /rt*i pUs; but whenever a noun or pronoun is governed in a position, it is the object of a relation; as, The tutor gives an instruction to his pupils.

\ PREPOSITIONS.----PARSING. 73 Before you proceed to parse the following examples, please to review this lecture, and then the whole seven in the manner previously recommended, namely, read one or two sentences, and then look off your book and repeat them two or three times over in your mind This course will enable you to retain the most important ideas advanced. If you wish to proceed with ease and advantage, you must have the subject-matter of the preceding lectures stored in your mind. Do not consider it an unpleasant task to comply with my requisitions, for when you shall have learned this far, you will understand seven parts of speech; and only Arce more will remain to be learned. If you have complied with the above request, you may commit the following order, and then proceed in parsing. ' ' SYSTEMATICK ORDER OF PARSING. The order of parsing a Preposition, is a preposition, and why? what does it connect? what relation does it show? *' He saw an antelope in the wilderness^ In is a preposition, a word which serves to connect words, and show the relation between them it connects the words " antelope" and " wilderness" and shows the relation between them. Wilderness is a noun, the name of a place com. the name of a sort or species neut. gend. it denotes a thing without sex third pers. spoken of sing. num. it implies it is one and in the objective case, it is the object of the relation expressed by the preposition " in," and governed by it, according to Rule 31. Prepositions govern the objective case. EXERCISES IN PARSING. The all-wise Creator bestowed the power of speech upon man, for the most excellent uses. Augustus heard the orator pleading the client's cause, in a flow of most powerful eloquence. Fair Cynthia smiles serenely over nature's oft repose. Life's varying schemes no more distract the " tired of man.

Septimius stabbed Pompey stand- ^Sore of Egypt. ihcLjrhta of former years glide over my soul, hke shouting meteors ovei" Arrlveo's gloomy rales, G ;(.::; ,i ^ ,-,r.nr,* .^ - '. T--*

71 ETYMOLOGY AND SYNTAX. At the approach of tluy'night's swift dragons cut tht ..louds full fast; and ghosts, wandering here and thei-e, Jroop home to church yards. I,ove still pursues an ever devious race, True to the winding lineaments of grace. Note. The words my and aiul you need not parse. The noun 'meteors," following the adverb " like," is in the objective case, and .governed by unto understood, accprding to Note 2, under Ilule'^32. The uouu " home" is governed by to understood, accord- ing to Rule 32. REMARKS ON PREPOSITIONS AND VERBS. Participles frequently become prepositions: as, cxcfting, re- specting, touching, concerning, according. " All were well txeejt A- excepting him." " .: The prepositionso/fcr, hefom, above, beneath, and many others,are, in certain situations, sometimes considered as adverbs; as, 'They liad their reward soon after;' " He died not long before;" " He dwells nfiofc;" but, in such instances, we ought to supply the noun K/ne or i)/ac after the preposition, and it will lose its adverbij iWm; as, " He died not long ic/ ore that time,\ ic. "My cup Tuns over;" that is, over the top, brim, or something else. When two prepositions come together, the first generally be- comes an adverb; as, 'He came down lrom the hill;" "They lifted him up out of the pit." \ noun or pronoun in the obiective case, is often governed by a .(reposition und-rstood; as, "Give him that book;" that is, Giye that book to him ;" Ortngral was one dai^ wandering," &c. that it, on one day; " Mercy gives qljlicliona grace;" that is, Mercy givei a evace to affliction. See Note 1, under Rule 32. To be able to make a proper use of prepositions, particular at {ention is requisite. There is a peculiar propriety to be observed u the use of by and with; as, " He walks with a stafi by mooa- Jj ht;" " He was taken by stratagem, and killed uith a sword;" Put the one preposition for the other, and say, " He walks by a staff '>'/< moonlight;" " He was taken with stratagem, and killed bj a sword ;" and it will appear, that the latter expressions differ from the former in signification, more than one, at first view, would be apt to imagine. Verbs are often compounded of a verb and a preposition; as, to w'^old, to u-^iAstand, to orcrlook: and this composition gives a new meanina to the verb; as, to unrferstand, to u-ttAdraw, to forgm But the'^^preposition is more frequently placed after the \orb, a" ECi.arately from it, like an adverb; in which situation it dr.rs. lees affect the sense of the verb, and give it a new mraoir^ : ii in alfiftsTances, whether the prep9sition is placed either ,;e ^r^ after the verb, if it gives a new nieaning to the verb, iij^jj^c, sidered as a part of the verb. Thus, to cast means to fflW,- ^ivl -aHup an acct>ftRI, sictnifles to compute it; therefore i<f i>. h pan the verb. The phriises, to fall on, to btar ovt. to gire cier, roiA'IH rery different aieanings frem what they would if tl>t pvefositir- .-j-.

\ PRO^oll.^s. 7^ en, out, am\ over, were not used. Veibs oftliis kind are calleil tompound verbs. ^ You may now answer the following QUESTIONS NOT ANSWERED IN PARSING. From what words is the tcрни preposition derived? > Why is it thus named? Repeat the list of prepositions. Name the

three parts of speech that govern nouns and pronouns in the objective case. When is a noun or pronoun in the objective case, the object of an action? When is it the object of a relation? Repeat the order of parsing a preposition. What rule do you apply in parsing a noun or pronoun governed by a preposition? Are participles ever used as prepositions? Give examples. Do prepositions ever appear to be adverbs? What ought to be supplied in such instances? When two prepositions come together, what part of speech do you call the first? Is a noun or pronoun ever governed by a preposition understood? Give examples. What is said of verbs compounded of a verb and preposition? LECTURE VIII OF PROPOSITIONS. A Pronoun is a word used instead of a noun, and generally to avoid the two frequent repetitions of the same word. The word pronoun comes from the two Latin words, *pro*, which means *for*, or *instead of*, and *nomen*, a name or noun. Hence you perceive, that a pronoun means *in the place of a noun*, or *in the stead of a noun*. In the sentence, "The man is happy; he is benevolent: he is useful;" you perceive, that the word *he* is used instead of the noun *man*; consequently he must be a pronoun. You observe, too, that, by making use of the pronoun *he* in this sentence, we avoid the repetition of the noun *man*, for if with the pronoun, the sentence would be rendered "The man is happy; the man is benevolent; the man is looking again at the definition, you will notice, that pronouns always stand for nouns, but they do not always"

AVOID THE REPETITION OF NOUNS. Repetition means repeating, or mentioning the same thing again. In the sentence, "I come to die for my country," the pronouns *I* and *my*, stand for the name of the person who speaks; but they do not avoid the repetition of that name, because the name or noun for which the pronouns are used, is not mentioned at all. Pronouns of the third person, generally avoid the repetition of the nouns for which they stand; but pronouns of the first and second person, sometimes avoid the repetition of nouns, and sometimes they do not. A little further illustration of the pronoun will show you its importance, and, also, that its nature is very easily comprehended. If we had no pronouns in our language, we should be obliged to express ourselves in this manner; "A woman went to a man, and told the man that the man was in danger of being murdered by a gang of robbers; as a gang of robbers had made preparations for attacking the man. The man thanked the woman for the woman's kindness, and, as the man was unable to defend the man's self, the man left the man's house, and went to a neighbour's." This would be a laborious style indeed; but, by the help of pronouns, we can express the same ideas with far greater ease and conciseness: "A woman went to a man, and told him, that he was in great danger of being murdered by a gang of robbers, who had made preparations for attacking him. He thanked her for her kindness, and, as he was unable to defend himself, he left his house and went to a neighbour's." If you look at these examples a few moments, you can not be at a loss to tell which words are pronouns; and you will observe, too, that they all stand for nouns. There are three kinds of pronouns, namely, the Personal, the Adjective, and the Relative pronouns. They are all known by the lists. 1. OF PERSONAL PRONOUNS

Pronouns stand for *Vim^jh^i* / *iome* person or thing. There are five-*^jS* /, thou, he, she, it-, with their plural *jj^i^* r you, they.

PERSONAL PRONOUNS 77 To pronouns belong gender, person, number, and case. Gender. When we speak of a man, we say, he, *Ms*, him; when we speak of a woman, we say, she, *hers*, her; and when we speak of a thing, we say it. Hence you perceive, that gender belongs to pronouns as well as to nouns. Example; "The general, in gratitude to the lady, offered her his hand; but she, not knowing him, declined accepting it." The pronouns *his* and *him*, in this sentence, personate or represent the masculine, they are, therefore, of the masculine gender; *her* and *she* personate a lady, therefore, they are feminine; and *it* represents a thing, for which reason it is of the neuter gender. This illustration shows, then, that pronouns must be of the same gender as the nouns are for which they stand. (But strictly speaking, Gender has respect only to the third person singular of the pronouns, he, she, it. He is masculine; she is feminine; it is neuter. You may naturally inquire, why gender is not applied to pronouns of the first and second person, as well as to those of the third. The reason is obvious. The first person, that is, the person speaking, and the second person, or the person spoken to, being at the same time the subjects of the discourse, are supposed to be present; from which, and other circumstances, their sex is commonly known, and, therefore, the pronouns that represent these persons, need not be marked by a distinction of gender; but the third person, that is, the person or thing spoken of, being absent, and in many respects unknown, necessarily requires the pronoun that stands for it, to be marked by a distinction of gender; especially when we are speaking of some particular person or thing. In parsing, we sometimes apply gender to pronouns of the first and second person, and also to the plural number of the third person; but there does not appear to be a strict necessity for so doing, for, you will observe, by looking at the following table of pronouns, that these have no peculiar gender; therefore they have no agreement with the nouns which they represent.

Singular. Plural. 78 ETYMOLOGY AND SYNTAX. Person. Pronouns have three persons in each number. I, is the first person Thou, is the second person He, she, it, is the third person We, is the first person You, is the second person They, is the third person. Pronouns always agree in person with the nouns which they represent. Gender. Pronouns, like nouns, have three genders, the masculine, the feminine, and the neuter. Number. Pronouns, like nouns, have three numbers, the singular, the plural, and the dual. Case. Pronouns, like nouns, have four cases, the nominative, the possessive, the objective, and the vocative. Declension. The declension of pronouns is so great, that you cannot learn it by rote, but you must learn it by the genders, persons, and numbers of the nouns which they represent.

"f^&fr^ ' PERSONAL PRONOUNS.----DECLENSION. 79 DECLENSION OF THE PERSONAL PRONOUNS. FIRST PERSON. v Sing. Plur. Kom. I, we, Poss. my r mine. our or ourT.^ Obj. me. s. SECOND PERSON. \ Sing. Plur. 1 jYom. thou, ye or you, 1 Pass, thy or th ine, your or yours. ' 1 Obj. thee. you. 1 THIRD PERSON i'. Mas. Sing. Plur. .11 jVom. he. they. Poss. his, their or theirs Obj. him. them. M THIRD PERSON M Fem. Sing. Plur. \ ' ; Kora. she, they, 1 ; . Poss. her, or liers. their or theirs. Obj. her. them. i THIRD PERSON, Acut. Sing. Plur. :^mn. it, they, iW^ it&, their or thep^ ei^.*t, them. "ift>5,. NOTES. .,06B(l^i4aed to the personal pronouns, as, himseii, m} irjMijJlitejtsdves, &o. they tire called compovndpff/^l ' fjj^ikrt: .-i'i'i in the nomiiiath e or objective case, mi i

i>.

IIII 80 ETYiMOLOGY AND SYNTAX. / _- 2. You, which was formerly restricted to the plural nujiibcr, is now used, in faanliar stle, to represent either a singular or a plu. ral noun: and it is worthy of remark, that, when employed as the representative f a singular noun, this word retains its original,piu. rai/orm.^ Inattention to this peculiarity, has betrayed some wri- ters into"t)re erroneous conclusion, that, because j/ou implies unity when it-represents a singular noun, it ought, when so employed, to be coa'fieclcd with a singular verb; as, " When you uas here; Why i!.^ 7/ou glad ? How far was j^ou from the parties?" This con- struction, however, is not supported by the best usage, nor by analo- 'gy. As this word, whetheremployed as the representafiseof one person, or more than one, is always plural in form, its correspond- ent verb should also be plural. The foregoing examples ought, therefore, to have been written thus, "when you were here; Why ifcre you glad? How far iperc you from the parties? The construction, yon lras, is altogether as improper, as it would be for a speaker or writer, after introducing the plural, u-c, as the representative of himself, to put the ooriespondent verb in the sin- gular, and say, we am, or we is. Besides, even if a singular verb M'ere at all admissible after you, the use of as would still be un- grammatical, for this form of the verb is confined to the first and third persons, ffast being the second person, it would come nearer to correctness to say, you teast, than you was. Who would presume to join the singular verb of the present tense with yon, even when a single person is addressed : thus, you am, you art, or you is? Does not universal piactice, as well as grammatical pro- priety, teach us to say, you are? Why, then, should any one be so inconsistent, as so attempt to^nn the singular verb in the past tense with the same pronoun 1 ;5. The words my, thy, his, her, our, your, their, are, by many Tammarians, AcnoanitatciXpossessiveadjecli- ccpronouns; and it ap- nsars that they are so called, merely because they bear this name when traced into the Latin and Greek languages. But, as thejr always personate, or represent, nouns, in the same manner as the oth-1 or personals do, there is a greater propriety in calling them^jerson- alpronouns. Example: "The lady gare the gentleman 7ier watch for/mshorse." In this sentence, Aer

personates, or stands for, the nouu lady, and his personates gentleman. This fact is clearly shown by rendering the sentence thus, "The lady gave the gentle- man the lady's watch for the gentleman's horse." 4. Mine, thine, his, hers, ours, yours, theirs, have by many res- oectable grammarians, been considered merely the possessive cases of personal pronouns; whilst, by others, they have been denomi- nated pronous or nouns in the nominative or objective case. It i believed, however, that a little attention to the nature and mean- in" of these words, will clearly show the impropriety of both thes classifications. Those who pursue the former arrangement, allege, that, in the examples, "You may imagine what kind of fnitfc thtlrs was; my plcasMres are past; hers and lyourj are tu coajl^ They applaud'ed his conduct, but condemned hers and yours,^ tbe words theirs, hers, and yours, are personal pronouns in the posses- : ive case, and governed by their respeeptive nouns understood.-* To prove this, they construct the sentences thnf, "Yon maj jfl^

PERSONAL PRONOUNS. 'M gmc what kind of fuith their faith was j her pleasures, and your pleasures-dre to come; btit condemned her conduct and your con- Uuct;" or thus, "You may imugine what kind of laith the faith of theiu was; the pleasures o(her md the pleasures of you,are to come; but condemned the conduct of her and the conduct of yoQ." Hut these constructions, (both of which are correct,) prove too much for their purpose; for, as soon as we supply the nouns af- ter these words, they are resolved into personal pronouns of kindred meaning, and the nouns which ive supply: thus, tteir* becomes, their faith : hers, her pleasures; and yoUrs, your pleasures. This ev- idently gives us two words instead of, and altogether distinct from, the first; so that, in parsing their faith, we are not, in reality, ana- lyzing theirs, but two other words of which theirs is the proper re- presentative. These remarks also prove, with equal force, the ab- surdity of calling these words merely simple pronouns or noUns in the nominative or objective case. The truth is, they invariably stand for, not only the person possessing, but, also, the thing pos- sessed, which gives them a conipounrf nature. They may, there- fore, bo properly denominated CoMrocND Personal Pronouns : and, as they always perform a double office in a sentence by re- presenting two other words, and, consequently, including two ca- ses, they should, like the compound relative what, be parsed as two words. Thus, in the example, " You may imagine what kind of faith theirs Wii," theirs is a compound personal pronoun, equiva- lent to their faith. Their is a pronoun, a word nsed instead of a noun; personal, it personates the persons spoken of understood ; third pors. plur. numb. &c. and in the possefsive case, and gov- erned by "faith" according tu Rule 12. Faith is a noun, the name of a thing; common, &c. &c. ,ind in the nominative ca-e to "wa-," and governs it: Rule 3. Or, if we render the sentence thus,'>You may imagine what kind of faith thefailh ufttiem* was," /mVi would be in the nominative case to "was," and Uieia would be in the objective case, and governed by "of;" Rule til. Objections to my metho<l of treating this subject, will, no doubt, be made by those who assert, that a noun is understood after these words, and not represented by them. Thi-, however, is assertion without proof; for, if a noun were understood, it might be supplied. If the question be put, whose

book? and the answer be, mine, ours, hers, or theirs, the word 'A book is included in such answer. Were it not included, we might supply it, thus, mine book, ours book, hers book, and so on. This, however, we can not do, for it would be giving a double answer: but when the question is answered over a noun in the possessive case, the word book is not included, but implied; hence, 'Whose book! John's, Richard's; that is, John's book; Richard's book. This is a part of the subject, without a parallel, except, in the compound. As it is precluding, I have stated, that it is a compound of pronouns. What can mine or I mean my, thy, his, her, ours, your, and us. clearly demonstrated that the word 'theirs' is a compound of the word 'the' and 'is'. All this is in the word 'theirs', <1% faith of them," the word them is a personal pronoun: 'the' (or this) is a noun. 'is' represents a noun under the word. What then, in their, in the word 'theirs'? Is it a personal pronoun, 'the' - for the latter represents the noun as the former?

8. ETYMOLOGY AND SYNTAX, however, is respectfully submitted to the public; believing, that those who approve of a critical analysis of words, will coincide with me. Should any still be disposed to treat these words so superficially as to rank them among the simple pronouns, let them answer the following interrogatory: If what, when compound, should be parsed as two words, why not mine, thine, his, hers, (yours, and theirs? 5. Mine and thine, instead of mine and thy, are used in solemn style, before a word beginning with a vowel or silent A; as, "Blot out all OTiose iniquities;" and when thus used, they are not compound. His always has the same form, whether simple or compound; as, "Give John his book; That desk is his." Her, when placed before a noun, is in the possessive case; as. Take her hat; when standing alone, it is in the objective case; as, Give the hat 6. Others, the plural of other, is compound, and should be analyzed like mine, thine, hers, theirs, &c.; as, "pleases some men, but it disgusts others;" that is, disgusts other men. When you shall have studied this lecture attentively, and committed the declension of the personal pronouns, you may commit the following SYSTEMATIC ORDER OF PARSING. The order of parsing a Personal Pronoun, is a pronoun, and why? --personal, and why? Is person, and why? gender and number, and why? Rule: case, and why? Rule. Decline it. There are many peculiarities to be observed in parsing personal pronouns in their different persons; therefore, if you wish ever to parse them correctly, you must pay particular attention to the manner in which the following are analyzed. "I saw my friend." I is a pronoun, a word used instead of a noun personal it personates the person speaking, understood---first person. it denotes the speaker singular number, it is but one and in the nominative case, it represents the actor and subject of the verb "saw," and governs it agreeably to Rule's. The nom. case governs the verb. Decline* first pers sing. num. nom. I. poss. my or mine; Plur. nom. we poss. our persons, obj. us. 'It' is a pronoun, a word used instead of a noun; it personates the person speaking, understood---first person.



PERSONAL PRONOUNS.----PARSING. 83 If id e- ire, pay ins pers. it deootes the speaker sing. num. it implies but one and in the possessive case, it di'iotes property or pos- session; it is governed by the noun " friend," agreeably to Kile 12. A noun or pronoun in the possessive case, is'gov- nued by the noun it possesses. Declined first pers. sing, nom. 1, poss. my or mine. obj. me. Plur. nom. we, &c. ' Young man, thou hast deserted thy companion, and left Aim in distress." Thou is a pronoun, a word used instead of a noun__per- sonal, it personates ' man" second person, it repiesents the person spoken to mas. geiid. sing, num because the noun" man" is tor vvlich it stands, according to ilvLR 13. Personal pronouns must agree -siith the nouns for-which they stand in gender and number. Thou is in the nom case, it represents the actor and sub- ject of the verb "hast deserted," and governs it agreeably to Rule 3. The nom. case gov. the verb. Declined__sec. pers. sing. num. nom. thou, poss. thy or thine, obj. thee! Piur. nom.ye or you, &.C. Him is a^pronoun, a word used instead of a noun__per- sonal, it personates "companion" third pers. it repieset-.ts the person spoken f mas. gend. sing. num. because the noun "companion" is for which it stands: Rvi.e 13. Pers. pro. 4- c. (Repeat the Rule.) Him is in the objective casej f. the object of the action expressed by the active transitive' verb "has left," and gnv. by it: Rulf. 20. Active tran.^ verhs gov. the obj. case. Declined third pers. mas. gend.- sing. num. nom. he, poss his, obj. him. Plur. nom. thej* poss. their or theirs, obj. tfcem. "Thrice 1 raised my voice and called the chiefs to com bat; but they dremied the force of my arm." They is a pronoun, a word used instead of a noun per sonal.it personates 'chiefs" third pers. it denotes the per- ' sons spoken of mas. gend. plur. num. because the noun "chiefs" is for which it stands: Rule3. Pers. profi. ^c. (Repeat the Rule.) It is the nom. case, it represents the l actors nd subject of the verb "dreaded," and gov. it. iKuiE ^. The nom. case gov. the verb. Declined third 1^! ^-.i"?**. gend. sing. numb. nom. he, pos. his, obj. him "| (4.<j'n- "}'. P"ss. their or theirs, obj. them .^ ftt. Wp <1o not apply gender in parsin? tlie pWlonal pro- iW<xeeptin'r tlicflurd prrson sinsrular, ifthc nouns they repre- 1rc understood; Jvnd therefore wo do not, in such instances

^ - <^ 84 ETYMOLOGY AND SYNTAX. apply Rule 13. But when the noun is expressed, gender should be applied and lu:o Rules. EXERCISES IN PARSING. I saw a man leading his hersc slowly over the new , bridge. My friends visit me very often at my father's | office. We improve ourselves by close application. Hor- ace, thou learoest many lessons. Charles, you, by your di | . igerce, make easy work of the task given you by your preceptor." Young ladies, you run over your lessons very carelessly. The stranger drove his horses too far in to the water, and, in so doing, he drowned them. | Grey morning rose in the east. A green narrow v^ : appeared hef're us: its winding stream murmured throgli the grove. The dark host of Rothmar stood on its hanks j with their glittering spears. We fought along the vale. They fled. Rothmar sunk beneath my sword! Day was, descending in the west, when I brought his arms to Cro-; ihar. The aged hero felt them with his hands-joy bright- ened his thoughts. Note. Horocf, CAor/es, and/ndt'es, are of the second person, and noBi. case independent: seeTui-E 5, and Note. The firstyra sused in the nom. poss. and obj. case. it personifies tharleij, therefore it is singular

in sense, although plural in form. In the next example, you personifies ladies, therefore it is plural-
Giren is a perfect participle. You following even, i? governed by to understood, according to Note 1,
under Rule 3-2. Run am is a compound verb. .4nrf is a conjunction. The first is person-utes vale; the
second it represents stream. _ , You may now parse the following examples, containing COMPOUND
PERSONAL PRONOUNS. "Juliet, retain her paper, and present yours.^" Yours is a compound personal
pronoun, representing both the possessor and the thing possessed, and is equivalent to .our paper.
Yours is a pronoun, a word used instead of a usual personal. it personates "Juliet" second person, it
represents the person spoken to-fem. gender, sing, num- 'ler (singular in sense, but plural in form,) because
the noun Juliet is for which it stands: Rule 13 Pers pro^l i/our is in the possessive case, it denotes
property and is governed by "paper" according to Rule 12. Innomorpron. Sfc. (Repeat the Rule, for the pronoun.) Paper is a noun, the name of a thing; pen, the name of a sort of things neuter ^mr^ "f

COMPOUND PRONOUNS PARSING. 85 m^ i liotes a thing without sex third person, spoken of
sing. number, it implies but one and in the obj. case, it is the object of the action expressed by the
transitive verb "pre- sent," and governed by it: Rule 20. Active-transitive govern (the obj. case.
EXERCISES IN PARSING. Julia injured her book, and soiled mine: hers is better than mine. My friend
sacrificed his fortune to secure yours: his deeds deserve reward; yours merit disgrace. Henry's
labours are past; thine are to come. We leave your forests of beasts for ours of men. My sword
and yours are kin. Note. 5Ae understood, is nominative to soiled in the first exact- j)le; and the
substantive part of mine, after than, is nom. to is understood: Rule 35. The verbs to secure and to
come have no nominative. The pronouns mine, my, yours, thine, ice, your, ours, my, and yours,
personate nouns understood. REMARKS ON THE PRONOUN,/. This little pronoun it is one of the most
troublesome words in our language. It is in great demand by writers of every description. They use
it without ceremony ; either in the nominative or objective case; either to represent one person or
thing, or more than one. It is applied to nouns in the masculine, feminine, or neuter gender, and,
very frequently, it represents a member of a sentence, a whole sentence, or a number of sentences
taken in a mass. I. The pronoun it frequently represents a noun of any gender, either in the singular
or plural number, which noun is considered as the cause of an effect or event: as, " It is the man;
It was he, I believe it to be him.^" In order to show more clearly, the meaning; of these phrases,
they may be rendered thus: That person is that man; That person was he; I believe (those persons to
be them. ^ 2. It is sometimes employed to express the subject of any discourse or inquiry ; as, " It
happened on a summer's day, that many people were assembled," i.e. That is, circumstances were
such that, the course of events was such, that on a summer's day, many people were assembled,
&c. 3. It is often used to express the state or condition of any person or thing; as, " Now is it with
you," that is, How is your state or condition. " It rains; It freezes; It is a hard winter;" that is, The
state of things is such, that rain descends; or, A state of things exists; A state of things called

a hard winter ^Ati"!*, Slid so on. : 4, ./sometimes represents a inembpr of a sentence, a. whole sen- ofie, ora number of sentences t;iken ii a mass; as, " ft is delight- ""<<; brothers and sisters living; in uninti;rnii>tf;;l love tothr V days." In order to find the uiitedonf of the pro- ^ifl^Tjtnice, put the qurstion. What is delisihful? " ^:~*htcrs living in uninterrupted time to (he end of . ' i may be easily perceiveij, that tbe protww^ tjt ' ' l , 'n .

'-4 , 86 ETYMOLOGY AND SYKTAX, stands for all that part of the sentence expressed iji iatickt: and tli sentence ill admit of the following constmction; " To see bro- thers and sisters living in uninterruptijd love to the end of tbcir days, is delightful." II. OF ADJECTIVE PRONOUNS. Adjective Pronouns, or Pronominal Ad- jectives, are of a mixed nature, participating the properties both of pronouns and adjectnes. They are so called because, like adjectives, they generally belong to nouns. Adjective pronouns may be divided into three Sorts;the distributive^thedemonstrative, and the indefinite. They are also known by the lists. I. The distributive adjective pronouns are those that denote the persons or things that make up a number, each taken separately and s-jngl). List: each, every, either, and sometimes neither; as, " Each of his brothers js in a fa- vourable situation:" " Evcrij man must account for himself;" " JVeither of them is industrious," Hack relates (o two or more personc or things, and signifies either tif the two, or every one of any number taken separately. Every relates to aeveral persons or things, and siguifies each OBe,,, oftheinall talienspparatally. -. TEither rela'es to tn-o persons o.- thin;- taken separately, and oignifies the one or the ,>ther. " Eiih:r of the M/se," is an improper expression. It should be " any of the three." JVcitker imports no' either; that is, not one nor the other; a, " Aeilher of my friends was there." When an allusion is made to more than lrrjo,none should be used instead of neither; as, " ^^me of my friends was there." IT. The demonstrative are those which pre cisely point out the subject to which thev r^^ late. List: this and that, and their pUTialp.,?/V and those, laiiaid former and latter; as^ ;'^^ |3P^ true charily; that is only its image." ' This and Oiese refer to the nearest persons o " ~.e to the moi.t distant t as, " These goods an .<^je indicate the latter, or last meal

ADJECTIVE PRONOUNS. 8^ the former, or first mentioned; as, " Bolh wealth aDi poverli/ are temptations; that tends to excite pride, t/jisdiscontent." " Some place the bliss in action, some in ease." " TViose call it pleasure, and contentment, tliese.^ Thei/, t/inae. As it is the office of the personal tlicy to represent ^ noun previously introduced to our notice^ there appears to be a slight departure from anuloy in the following application of it: " They who seek after wisilom, are sine to find her: They that sow in tears, sometimes reap in joy." This usage, however, is well established, and the;/, in such constructions, is generally employcil in preference to those. III. The indefinite are those which express their subjects in an indefinite or general man- ner. List: some, other, any, one, all, such, both, same, another, none. Of these, one and other are dechned like nouns. Another is declined, but wants the plural. One, other, and none, arc used both in the singular and plural

number, as, " One ought to know one's own mind ; The great ones of the world ; " He pleases of me men, but he disgusts others. JVone is so deaf as he that will not hear; JS'dne of those are equal to these." Where any of the adjective pronouns belong to nouns understood, they may be parsed either as adjective pronouns agreeing with their respective nouns understood, or as adjective pronouns 'tsed as nouns; and when parsed in the manner last mentioned, they have a case like other nouns; as, " You may take either. He is pleased with this book, but he dislikes that; MI have sinned, but some have repented." When any of these words called Adjective Pronouns, stand for, or represent nouns, they are not adjective pronouns, but pronouns of the distributive, demonstrative, or indefinite kind; as, " The great ones of the world have their failings;" " Some men increase in wealth, while (0^|r| decrease." Wfj^jati ' <>Des." in the preceding example, does nr.! , J^ji?^// "OU" understood. If it did, we could supply t^i^iig* ^le meaning is not " the great one men, nor "wherefore one is not an adjective pronoun; but 7 is, ' The great men of the world," therefore of the indefinite kind, representing ffef j.i'iiP ^"iffetstood, and it ought to be parsed like a j.r^ i;

wt m ETYMOLOGY AAD STt>TAX< sonal pronoun. The word oihtn^ in the next example, is a Compound pronoun, equivalent to oiht men; and should be parsed like mine, thine, 4-c. See Notes 4th, and 6th, pages 80, 82. 1 will now parse two pronouns, and then present some examples for you to analyze. It', in parsing the following exercises, you should be at a loss for definitions and rules, please to refer to the compendium. But before you proceed, you may commit the following SYSTEMATICK ORDER OF PARSING. The order of parsing an Adjective PRONotN, is an adjective pronoun, and why? distributive, demonstrative, or indefinite, and why? to what noun does it belong or with what does it agree? flule-. " One man instructs many others."" One is an adjective pronoun, it participates the propriety lies both of a pronoun and adjective indefinite, it expresses its subject in an indefinite or general manner, and belongs to the noun " man," according to KuLF. 19. Adjective pronouns belong to nouns, expressed or understood. Others is a compound pronoun, including both an adjective, prenoun and a noun, and is equivalent to, other men. S Other is an adjective pronoun, it participates the propriety lies both of a pronoun and adjective indefinite, it expresses its subject in an indefinite manner, and belongs to men: K!e 19. (Repeat the rule.) Men is a noun, a name denoting persons common, &c. (parse it in full;) and in the objective case, it is the object of the action expressed by the , transitive verb ' instructs," and gov. by it: Aciivt-J^ r;sit!re vcrls, fcc. See Notes 4th, and 6th, page., CO, 82. | : " These hooks are true."" I/iose is an adjective pronoun, it part-^kcr "^^^r.^^^'^PW-f both of a xro. and adj. demonstrative, it iii|^J!|"in.; out the subject to which it relates and agrees with nouns" in the plural number. accordtpj^^^jfft UDde.i Rule ID; Jidjchive pronouns must ^^' -vHh thtdr r.oiXri^ 4.,

^^. RELATIVE PRONotNS. 8^ Mine is a compound personal pronoun, including both "the possessor and the thing possessed, and is equivalent to, my books. JWY is a pron. a word used instead of

a noun per-sonal, it stands for the name of the person speaking; first person, it denotes the speaker; singular, number, it implies but one and in the pos. case, it denotes possession or property, and is gov. by "books" according to Rule 12. (Repeat the Rule, and decline the pronoun.) Books is a noun, the name of a thing common, &c. (parse it in full;) and in the non-assertive case after "are," according to Rule 21. The verb to be admits the same case after it as before it. ' EXERCISES IN PARSING. Each individual fills a space in creation. Every man helps a little. These men rank among the great ones of the world. That book belongs to the tutor, this belongs to me. Some men labour, others labour not; the former increase in wealth, the latter decrease. The boy wounded the old bird, and stole the young ones. None performs his duty too well. None of those poor wretches complain; their miserable lot. C^o Note. In parsing the (is)ribiitiTe pronominal adjective. iVp'ir J. under Rule 19, should be applied. III. OF RELATIVE PRONOUNS. Relative Pronouns are such as relate, in general, to some word or phrase going before, which is called the antecedent. They are who, which, and that. The word antecedent, comes from the two Latin words ante, before, and cedere, to go. Hence you perceive, that antecedent means going before; thus, "The man is" iapv a/to lives virtuously; This is the lady who rcUfiy^y wants; S'Aou wAo lovest wisdom, &c. We tell of speech from experience," &c. The relative who, in these sentences relates to the several words, man, lady, thou and he. which observe, come before the relative: they are properly called antecedents. ' I 'vp .in not varied on account of gender, person. like a personal pronoun. When we use a per-, < . '.".. speaking of a man, we say He, and of "a" (I) | | ^*^f speaking of one person or thing, we use a

90 ETYMOLOGY AND SYNTAX. singular pronoun, of more than one, a plural, and so on; but there is no such variation of the relative. Who, in the first of the preceding examples, relates to an antecedent of the masculine gender, third person, singular; in the second, the antecedent is of the feminine gender; in the third, it is of the second person; and in the fourth, it is of the first person, plural, number; and, yet, the relative is in the same form in each example. Hence you perceive, that, strictly speaking, gender, person, and number, do not belong to relative. When the relative is employed as the nominative to a verb, the verb should always agree in person and number with the antecedent of the relative. However, in conformity (to our predecessors,) as an act of humble, passive obedience, we will apply these properties to the relative, and say, Relative pronouns agree with their antecedents, in gender, person, and number. Perhaps you are ready to inquire, why we assign to any part of speech, properties that do not belong to it. This inconsistency arises from the imperfections of our language, for which imperfections we are often compelled to accommodate the rules of grammar. The correctness of this remark may be illustrated by a reference to the conjugation of the verb. When the verb love, for instance, is placed after I, it is of the first person, and singular number; as, I love; when preceded by we, we say it is first person, plural, we love; second person, plural, you love; third person, plural, they love; and yet, in these three latter examples, the form of the verb is not varied from the first person singular. To say, then, that the verb agrees in number and person with

Its various nominatives, in examples like these IS assiening to it properties which it can not justly clai When the termination of the verb is not varied on accouDI of its nominative, there is neither agreement nor disagree- ment, any more than there is in a preposition or a conjuno tion- hut, in the conjugation, I love, thou lovst, he lovei, the ao-reementof the verb with its nominative is pcrfc4 Who and That. Who is applied to persons, which to'^^ff^i brutes; as," He is a friend who is faith^^- flv versity; The bird which sung W) *.x*x^J^^ flown; This is the tree which pifodiicfe|^i'

5yT^i^^ RELATIVE PRONOUNS. 91 Thai, as a relative, is often used to prevent the ^00 frequent repetition of loho and which. It is applied both to persons and things; as, " He that acts wisely deserves praise; Modesty it a quality that highly adorns a woman." ^OTES. 1. Who should never be applied to animals. The following ap- plication of it is erroneous " He is like a beast of nrev, loho de- stroys without pitj." It should be, that destroys, &c. 2. Who should not be applied to children. It is incorrect to say "The child u-hom we have just seen," ic. It should be "The ctild Woj we have just seen." ' 3. Which may be applied to persons when we wish to distinguish one person of two, or a pj^ticular person among a number of others as, " ;f-7i!f/t of the twoi TfAic/t of them is he?" ' 4. That, in preferenca to who or which, is applied to persons when theyaiequahhed by an adjective in the superlative decree, or bv thepronomimil adjective same; as, " Charles XII king of Sweden was one of lbcgreatest madmen that the world ever saw - lie is thj same man that we saw before." 5. T/iat is employed after the interrogative tc/,o,in cases like the ed t7s"" WhottaHias any sense of religion, would have argu- When the word ever or soevcris annexed to a relative pronoun, the combination is called a compound pronoun; as whoever or whosoever, whichever or whichsoever, whatever, or what- soever. Declension of the Relative Pronouns. SINGULAR AND PLURAL. ^om. who, Poss. whose, Obj. whom whoever, "whosever, "whomever whosoever, "whosesoever, "whomsoever. ^ Wh.ich and that are indeclihiibte, except that whose ,s l sometimes used as the possessive case or" which;' at:, " fs ' ' other doctrine Tn-hose followers-are punished<" ;>.! followers o/aAicA are punished. The use of .!^*tnse has obtained amon^ our best writers^ but the i;.liOn IS not to be recotnmeii.led, for it is a d^arture plain principle of grammar, namely, who whose in their application, should be contined to rational pi

^s^w 92 ETYSrOLOGY AJJD SYNTAX. I .lil^: That may be used as two kinds of a pronoun, and as a (ionjunction, depeoding on the oflice which it performs in the sentence. Tkat is a relative only when it can be changed to acAo or tc/u'cA without destroying the sense; as, "They that (who) reprove us, may be our best friends; from every lhing trial (which) you see, derive instruction." That is a demonstra- tive adjective pronoun, when it belongs to, or points out, some particular noun, either expressed or implied; as, " He- turn that book; That belongs to me; Give nie (/ia(." When that is neither a relative nor an adjective pronoun, it is a conjunction; as, "Take care Mat every day be well em- ployed." The word that in this last sentence, can not be changed to xcho or v:hich without destroying the sense,

therefore you know it is not a relative pronoun; neither does it point out any particular noun, for which reason you know it is not an adjective pronoun; but it connects the sentence, therefore it is a conjunction. if you pay particular attention to this elucidation of the word 'that', you will find no difficulty in parsing it. When it is a relative or an adjective pronoun, it may be known by the signs given; and whenever these signs will not apply to it, you know it is a conjunction. Some writers are apt to make too free a use of this word. I will give you one example of an ill-used 'that', which may serve as a caution. 'The tutor said, in speaking of the word, that, that that that that lady parsed was not the that that the gentlemen requested her to analyze. This sentence, though, rendered inelegant by a bad choice of words, is strictly grammatical. The first 'that' is a noun; the second, a conjunction; the third, an adjective pronoun; the fourth, a noun; the fifth, a relative pronoun; the sixth; an adjective pronoun; the seventh, a noun; the eighth, a relative pronoun; and the ninth, an adjective pronoun. The meaning of the sentence will be more obvious, if rendered thus; The tutor said, in speaking of the word that, that that that which that lady passed, was not the 'that' which that gentleman requested her to analyze. WHAT. What is generally a compound relative; but the antecedent; 'that' and 'which' are equivalent to that which; 'that'.

RELATIVE PRONOUNS. 'That' is what I wanted; that is, the thing which I wanted. What may be used as three kinds of a pronoun, and as an interjection. When it is equivalent to that which, the thing which, or those things which, it is a compound relative, because it includes both the antecedent and the relative; as, "I will try that (that which) can be found in female delicacy; What (you recollect with most pleasure, are the virtuous actions of your past life;" that is, those things which you recollect, &c. When what is a compound relative, you must always parse it as two words; that is, you must parse the antecedent part as a noun, and give it a case; the relative part you may analyze like any other relative, giving it a case likewise. In the first of the preceding examples, that, the antecedent part of what, is in the obj. case, governed by the verb 'will try;' 'that', the relative part, is in the nom. case to "can be found." "I have heard what (i. e. that which, or the thing which) has been alleged." Whoever and whosoever are also compound relatives, and should be parsed like the compound 'that'; as, "Whoever takes that oath, is bound to enforce the laws." In this sentence, 'Whoever' is equivalent to 'The man who, therefore, 'who takes that oath, is bound.' &c. Who, which, and what, when used in asking questions, are called interrogative pronouns, or relatives of the interrogative kind; as, "Who is he? Which is the person? What are you doing?" Interrogative pronouns have no antecedent; but they relate to the word or phrase which is the answer to the question, for their subsequent; as, "Whom did you see?" "he; receptor; What have you done?" "Voluntarily." Antecedent and subsequent are opposed to each other in signification. Antecedent signifies preceding, or going before; and subsequent means following, or coming after. What, when used as an interrogative, is never compound. 'What' as well as that, when joined to a noun, is a simple pronoun, in which situation it has no case, and is parsed like any other adjective pronoun; as,

interrogative pronouns, which, when joined to nouns in asking question, are denominated interrogative pronominal adjectives; as 4 i/lff-f'i

*f^

u ETYMOLOGY AND SYNTAX. "What man is that? Which road did he take V iykat and which are, in reality, always interrogative pronominal adjectives when used in asking questions, for, if their nouns are not expressed, they are implied; as, "ffAai are you doing? Which is the person?" that is, What act or what deed? \h'ch individual, or which person is the person? IWhat, whatever, and whatsoever, which, whichever, ar.d oohichsoever, in constructions like the following, are compound pronouns, but not compound relatives; as, "In -whai character Butler was admitted, is unknown; Give him iAoi name you choose; Nature's care largely endows -whatmt happy man will deign to use her treasures; Let him take which course, or, whichever course he will." These sentences may be rendered thus: "That character, or, the charjic- tei in m./tic/i Butler was admitted, is unknown; Give him that name, or, the name which you choose; Nature's care endows that happy man who will deign, &c.; Let him take the course, or the course which he will." A compound relative necessarily includes both an antecedent and a relative.- These compounds, you will notice, do not include antecedents, the first part of each word being the article Ae, or the adjective pronoun, that; therefore they can not properly be denominated compound relatives. With regard to the word ever annexed to these pronouns, it is a singular fact, that, as soon as we analyze the word to which it is subjoined, ever is entirely excluded from the sentence. What is sometimes used as an interjection; as." Rut mAa! is thy servant a dog, that he should do this! What! rob us of our right of suffrage, and then shut us up in dungeons You have now come to the most formidable obstacle, otif ! may so speak, to the most rugged eminence in the path of grammatical science; but be not disheartened, for if you can get safely over this, your future course will be interrupted with (inly here and there a gentle elevation. It will require close application, and a great deal of sober thinking^ gain a clear conception of the nature of the relative nouns, particularly the compound relative?, which is easily comprehended by the young learner, ".sthi* VW-S ture is a very important one, it becomes necessary f** to read it carefully four or five times over before we attempt to commit the following order. Whenever > Jw you may spread the compendium before you, if you*. | a n, (l, it til K li m fo; bei ta m

RELATIVE PRONOUNS.----PARSING. 95 .SYSTEMATICK ORDER OF PARING. 'The order of parsing' a Relative ^Pronoun, is a pronoun and why? relative, and why? gender, person, and number, and why? case, and why? Mule. ^cline it. "This is the man whom we saw." Whom is a pronoun, a word used instead of a noun relative, it relates to 'man' for its antecedent mas. gen. third person sing. num. because the antecedent "man" is with which it agrees, according to Rule 14. Relative pronouns agree with their antecedent* a gender, person, and number. M'hom is in the objective

case, the object of the action expressed by the active-transitive verb "saw," and governed by it agreeably to Rule 16. When a nominative comes between the relative and the verb, the relative is governed by the finite verb, or some other word in its own member of the sentence. Whom, in the objective case, is placed before the verb that governs it, according to Note 1; under Rule 16. (Repeat the Note, and decline who.) "From what is recorded, he appears," &c. Mat is a comp. rel. pron. including both the antecedent and the relative, and is equivalent to that which, or the thing itself. Thing, the antecedent part of what, is a noun, the name of a species neuter gender. It has no sex third person, spoken of singular number, implies but one and in the obj. case, it is the object of the relation expressed by the prep. "from," and gov. by it: Ill. 31. (Repeat the Rule, and every other Rule to which it refers.) 7ac/.. the relative part of what, is a pronoun, a modified instead of a noun relative, it relates to "thing" for its antecedent neut. gender, third person, singular number. If the antecedent "thing" is with which it agrees Hearl. 14. Rel. p, on., &c. Which in the to the verb, "is recorded," agreeably to S. The relative is the nominative cast to the verb. An finite comes between it and the verb. „,t^fc<have you learned? Nothing." if* pWjt. a word used, &c. relative of the inter-rogative, because it is used in asking a question it *- ^A

^^A "A, S^ 96 ETYMOLOGY AND SYNTAX, refers to the word "nothing" for its subsequent, according to RULE 17. When the rel. pron. is of the transitive kind, refers to the word or phrase containing the answer to the question, for its subsequent, which subsequent must agree in case with the interrogative. What is of the neut. gen. third person, sine because the subsequent "nothing" is with which it agrees- Rule 14. fici. pron. agree, &c It is in the objective case, the object of the action, of the active intransitive verb "have learned," and gov. by it, agreeably to Rule 16, When a nom. S, c. See Note 1. under the Rule Hemuik This method of analyzing the interrogative a.;ia, is in perfect accordance with the doctrine of our most popular grammarians on this subject; but what, in the above example, is, in reality, an adjective pronoun of the interrogative kind, belonging to a noun understood, which noun is the proper object of the action, of the transitive verb "have learned; thus. What lesson yihat thing have you learned?" See page 92. Note 1. You need not apply gen. pers. and number to the interrogative when the answer to the question is not expressed. 5. When a relative, or indirect relative pron. relates to a phrase, or whole sentence, it is always of the neuter gender. 3. That, when used as a relative, is parsed precisely like the relative which. EXERCISES IN PARSING. The man who instructs you, labours faithfully. The boy whom I instruct, learns well. The lady whose house occupies, bestows many charities. That modesty which befits a woman, she possesses. He that acts wisely deserves praise. This is the tree which produces no fruit, I believe what he says. He speaks what he knows Whatever purifies the heart, also fortifies it. What do you know? Nothing. What book have you? A poem. What have you? John's. Who does that work? Henry W seest thou? To whom gave you the present? Which part did he take? Whom ye ignorantly worship, him reckon unto you. I heard what he said. George, you may. "I see whatever science suits your taste. Elaj^, (^-* ever

pattern pleas.'s you best. Whoever- ^x-cj'^f >' yepublick forsake-herinoral and literarv :: .. 1. ' 1 l < 1...
__l-____. . .- f.- .A.a'^g * The sc^Qotfwi

Mm-:

PRONOUN* QUESTIONS. 97 behold her liberties prostrated. Whosoever, therefore, i?ili be a friend of the world, is the enem^ of God. NOTE. The nominative case is frequently placed alter the verb, anil the objective case, before the verb that governs it. Whom, in every sentence except one, house, modesty, book, hat, pen, him, the third /(/, and which, the relative part of the tirst tuo uhats, arc all in the objective case, and governed bj the several verbs that lbl- loiv them. See Rule 16, anil Note 1. Tree is nom. after is, ac- cording to Rule'21 Thing, the antecedent part of whatever, is iiom. to" fortifies;" which, the relative part, is nom. to "purities." Ao/Aiftj is governed by do, and poeiu, bj have, understood. Hen- ri/is nominative to does undeTntuoi}. Whose and John's are gov- erned according to Rule 12. /, tliou, you, him,, inc. represent Doiins understood. Him, in the last sentence, is governed by rfe- dare, and /is nominative to declare. George and Elisa are in the nominative case imiependent: Rule 5. " Whatever science," is equivalent to, that science which suit^ your taste; " whichever pattern:" i. e. that pattern which pleases you best. Whoever is a compound relative; he, the antecedent part, is nominative to " will behold." Take agrees with you understood. Forsake is in the in- finitive mood after " see:" Rule25. REMARKS ON RELATIVE PRONOUNS. Which sometimes relates to a member of a sentence, or to a whole sentence, for its antecedent: as, We are required to fear Old and keep his commandments, which is the whole duty of man." What is the' whole duty of man! " To fear God and keep his commandments:" therefore,this phrase is the antecedent to which. The conjunction as, when it follows such, many, or sam^, is fre- quently denominated a relative pronoun; as, " 1 am pleased with such as have a refined taste;" that is, with those who, or, them xhohave, &c. " Let such as presume to advise others, look well t:> their own comluct;" that is, Let those, or them who presume, &c. "Wimonv as were ordained to eternal life, believed ;" that is, tliey, OwK, or all who were ordained,-believed. " He exhibited the samt testutioiiaals as were adduced on a former occasion ;" that is, those testimonials lo/iic/t were adduced, icv. But in examples like these, ifwe supply the ellipsis, which a critical analysis requires us to io,as will be fonnil to be a conjunction; thus, " I am pleased witli mk persons, as those p> rsons are who have a refined taste; Let such persms, as tlwse persons art who presume," &c. QUESTIONS NOT ANSWERED IN PARSING. From what words is the term pronoun derived?__Do pronouns always avoid the repetition of nouns? Name the three kinds of pronouns. How many personal pronouns are there? Uepe:it them. Wh^t belong to pronouns?__Is Wider strictly spetiking. applied to all the per.sonal pro- P> s'^^> which of them is it applied? VWhicii of the ronouns have no pernliar termination to denote :^r? How mativ persons have pronouns? Speak . ::. ..rf>ir'lifi'erent persons How many number? have ;:.'iM!s" How many cases? What are they? Decline 1 i Ml 'h

^r ."t'S*'5'^7 8 ETYMOLOGY AB SYNTAX, # all the personal pronoun?. When seZ/is added to the
 pet -oial pronouns, what are they called, and how are they >iscd? When is you singular in sense? -
 Is it ever singular in form? Why are the words mi/, thy, liis. her. ovr, your, their, called personal
 pronouns? Why are the words, mine, rliinc, his, liers, ours, yours, theirs, denominated comjionnd
 p.crs. pron.? How do you parse these compounds? What ts said of others? Kepeat the order of
 parsing a personal pronoun. What rule do you apply in parsing a pronoun of ? he first person, and in
 the nom. case? What llulc when the pronoun is in the possessive case? What Rules apply in parsing
 personal pronouns of the second and third per- son? What Rules in parsing the compounds, j/ours,
 tmrs, mine. &c. What is said of the pronoun it? Why are adjective pronouns so called? Name the
 three iinds. What does each relate to? To what does every re- i-ate? To what does ei/(er relate?
 What does neither im- port? To what do thisnad these refer? Give examples. To i\hat do that und
 those refer? Give examples. Re- peat ;iil the adjective prononns. When adj. j)ron. belong fo nouns
 understood, how are they parsed? When they >!tan(l for, or represent, nouns, what are they called?
 Giv examples. Repeat the order of parsing an adj. pron What'!luie do you apply in parsing the
 indefinite adj. pro- nouns? What Notes, in parsing the distributives and dc- siuMi^tratives? <, , What
 are relative pronouns? Repeat them. From what words is the term antecedent derived? What does
 antecedent mean? Are relatives varied on account of gen- der, person, or number? To what are zisho
 and irhich ap- plied? To what is that applied? Should a-Ao ever heap- ilied to animals or children?
 In what instances may aAicj be applied to persons? Decline the rel. pronouns. Ca ./irc/i and JfeaHiP
 declined? is thai ever used as thrM)nirts ofspeoi-h? 'ive example?. What part of speed) s the word i-
 hat?~ Is ti-hat ever used as three kinds c.In pronoun2 Give examples. What is said of wAsever' What
 words Mfensed asiilerrogative pronoufli:W;Givt ampies. Wljn are the words, zc/faf and r^a^tjSijit^^
 pron.? \5^li^are they called interrogative'?^!^!"" adiectiv^?^Wbat is sid of whatever and tcMitllrt""
 Ti'/a/ever used as an interjection? Give cxh pea (he order of parsing a rel. pron. What K apply in
 parsing a relative? VYhat Rules in paTSj

PRDNOTJNS.-----FALSE SYNTAX. 9y pounrl relative? What Rules in par*ing an interrogative? Does thie
 relative which ever relate to a sentence tor its anteceilent? When riores the conjunction as t.ecome a
 re- lative? Give examples. EXEKCISES IN FALSE SYNTAX. Note l,to lulk 13. When a noun or pronoun is
 the subject ol'a verb, it must be in the nominative case. iViio will go? llim and 1. How does thee do?
 is thee ne,;? , .v. v " ilim and l;" not proper, bccniie the pronoun him is the sub- ice of die verb will iio
 un.lerilool, therelore lum shouki be lu the Lu uitivecase,A6-,...ocordi..gto tbc above .Note. (ii'^^P^'."
 Note) Hn uikl I arc connected by the conjunction anrf, and Mm IS in the obi. case, and /in the nom.,
 therefore Rule U-d, is vi- r.V 1 (-Repeat the rule.) In the second and third exanip es, thee shoud'be
 Mom, according to the NorE. The verbs, rfoes and u, ar odhe third person, and the nom. thou is
 second, lor whic.i reason the verbs should be of the second person, (i5 do and ari, ai^reeably """"-
 FALSE SYNTAX. Him and me went to town yesterday. Thee must be attentive. Him who is careless,

will not improve. They can write as well as me. This is the man whom was expected. Her and I deserve esteem. I have made greater proficiency than him. Whom, of all my acquaintances, do you think was there. Whom, for the sake of his important services, had an office of honour bestowed upon him. Note 2, to Rule 13. Personal pronouns being used to apply the place of nouns, should not be employed 'in the same part of the sentence with the noun which they represent. FALSE SYNTAX. The men they are there. I saw him the king. Our cause it is just. Many words they darken speech. That noble general who hail gained so many victories, he died, at last, in prison. Who, instead of going about doing good, they are continually doing evil. 'Idea of the preceding examples, the personal pronoun should be omitted, according to' Note 2. Note 3, to Rule 13. A personal pronoun in the object should not be used instead of these and those. FALSE SYNTAX. 'I gave them papers from the desk. Give me them from the desk. Give them men their discharge. Observe them Which of them two persons deserves reward see examples, these should be used in place of them. These

100 ETYMOLOGY AND SYNTAX, use of the personal them, in such constructions, requires two objects after one verb or preposition. This is a solecism which may be avoided by employing an adjective pronoun in its stead. LECTURE IX. OF CONJUNCTIONS. A Conjunction is a part of speech that is chiefly used to connect sentences, joining two or more simple sentences into one compound sentence: it sometimes connects only words; as, "Thou art happy, because you are good." Conjunctions are those parts of language, which, by joining; sentences in various ways mark the connections and various dependencies of human thought. The term Conjunction comes from the two Latin words, con. which signifies together, and jungo. to join. A conjunction, then, is a word that conjoins, or joins together something. Before you can fully comprehend the nature and office of this sort of words, it is requisite that you should know what is meant by a sentence, a simple sentence, and a compound sentence, for conjunctions are chiefly used to connect sentences. A Sentence is an assemblage of words forming complete sense. A Simple Sentence contains but one subject, or nominative, and one verb that agrees with that nominative; as, "Wheat grows in the field." You perceive that this sentence contains several words besides the nominative and the verb, and you will often see a simple sentence containing many parts of speech; but if it contains only one nominative and one finite verb; (that is, a verb not in the infinitive mood.) it is a simple sentence, notwithstanding it may be longer than compound sentences. A Compound Sentence is composed; or more simple sentences connected together as "Wheat grows in the field, and the corn ripens in the field." This sentence is compound, because it is formed by joining two simple sentences together by the word "and".

CONJUNCTIONS. The word, on account of its connecting power, is called a conjunction. If we write this sentence without the conjunction, it becomes two simple sentences: thus, "Wheat ripens in the field. Men reap it." The nature and importance of the conjunction, are easily understood.

After expressing; one thought or senti- ment, you know we frequently wish to add another, or several others, which are closely connected with it. We generally effect this addition by means of the conjunction: thus, "The Georgians cultivate rice and cotton;" that is. ' They cultivate rice, a(W cotton." This sentence is com pound, and without the u,-e of the conjunction, it would be ivntten in two separate, simple sentences: thus, ' The Georgians cultivate rice They cultivate cotton." The conjaaction, though chu-fly used to connect sentences, some- times connects only words: in which capacity it is nearly allied to the nature of a preposition; as, " The sun and (add) the planets con'ititute the solar system." in this, ivhi :h is a simple sentence, and connects two ti'orc?*. *> A few more exami)les will illustrate the nature and use of this part of speech so clearly, as to enable you fully to comprehend it. The following simple sentences and mem- bers of sentences, have no relation to each other i:ntil liiev are connected by conjunctions. He labours harder rao;> successfully I do. Tliat man is healthy he is temper- ate. By filling up the vacancies in these sentences with coijunctions, you will see the importaixe of this sort of words: thus, He labours harder anrf more successfully <Aan I do. That man is healthy because he is temperate. -x' Conjunctions are divided into two sorts, the Copulative and the Disjunctive. I. The Conjunction Coptdaticv serves to con- nect and continue a sentence by expressing an addition, a supposition, a cause,^c.jas,"Two ondtliree are five; I will go ?/he will acco . lauynie ; You are happy Ucauseyon are good.' '{ | ef:rst of these oxaniidcis and joins oi) a word thai i^^^~inai4iicin; in the second, i/connects a meir.bet ' iifi^i'^ mqiposition, ov condition; and ip the third, wirtfteCl&A member that expresses a ca-t^f^^-i^,^ , '^'^^jCpnjunction Disjunctive sejfvi^'ilpv m'^ii^et and continue the selijl^tfi^^^

"f^^^rf^|^:. 102 ETYMOLOGY AJ^i> SYNTAX, also to express opposition of meaning in dift'ei- ent degrees: as, "Tiiey came witii iier, but they went away without her." Btt< joins on a member of this sentencp, which expresses, not only something added, but, also, opposition of meAMug. The principal conjunctions may be known by the lollow. ing lists, which you may now commit to memory. Some words in these lists, are, however, frequently used as ad- verbs, and sometimes as prepositions; but if you study well the nature of all the difl'ereht sorts of words, you can not be at a loss to tell the part of speech of any word in the lan- guage. LISTS OF Ttle CONJUNCTIONS. Copulative. And, if, that, both, then, since, for, because, therefore, wherefore, provider , besides. Disjunctive. But, or, nor, as, than, lest, though, unless, either, neither, yet, notwith- standing, nevertheless, except, whether, where- as, as well as. A'-OTKS. J. Some conjunctions are used to connect simple sentences on\jt and form them into compound sentlnces; such as, further, again, besides, fee. Otliers are eniemployed to connect simple members only, o as to make them compound members; such iis, llian, lest, unless, that, su that, if, though, jet, because, as well as, &c. But, ami, therefore, or, nor, for, &c. connect either whole sentences, or sim- ple members. ' . 2 Relative pronouns, as well as conjunctions, serve to conned sentences; as, " Blessed is the man who feareth the Lord and keep cth his commandments." , , , . You will now please to turn back

and read this lecture four or five times over; and then, after comming the following order, you may parse the subsequent exercises. SYSTEMATICK ORDER OF PARSING The order of parsing a CoNJUN-f**k | conjunction, and why? copulativft or^s | tive, -aQdWhy? what does it connectfS | --' Wisdom outivirtue/orm the good man's c' _ .^rtrf is n conjunction a word that is chiefly ""*^#^^ ner,t sentences; but in this example it coh.r.ects otfr-^ .

Co\jtrNCTio\ s. 103 copulative, it serves to connect and continue the sentence by expressing an addition it connects^UiejwwHJ**'wisdom awl virtue," fvisilom is a noun, the name of a thing (You may parse itin'full.) ffsidom is one of the nominatives to the virb "form." Virtue is a noun, the name, &c. (Parse it in full;) and in the nom. case to the verb '-form," and coonected to the noun " wisdom" by and, according to Rule 33. Conjunctions connect 71011ns and pronouns in the same case. Form is a verl), a word which signifies to do,&c. of the third person,p/ura/, because its two nominatives,'- wisdom and virtue," are connected by a copulative conjunction, agreeably to Rule 8. Two or more nouns in the singular nnmher. join- ed by copulative conjunctions, must have verbs, nouns, and pro7iouns agreeing with them in the plural. " Wisdom or folly governs us." ^ Or is a conjunction, a word that is chiefly used to co* nect sentences: it sometimes connects words disjunctive, it serves not only to connect and continue the sentew^but also to express opposition of meaning it conne^^the nouns "wisdom and lolly."- f Governs is a verb, a word that signifies, &c. of th^hird person, singular number, agreeing with ' wisdom or folly," according to Rule 9. Tn'O or more nouns singular, joined by disjonc- tive conjunctions, must have verbs, 7iouns, and pronouns aaree- ing with them in the singular. ^j| If you reflect, for a few moments, upon the meanii*of the last two Kules presented, you will see, at once, ^ir propriety and importance. For example; in the sentfice "Orlando and Thomas, who stitdij their lessons, make'hiuid progress," you notice that the two singular nouns, Orlando and Thomas, are connected by the copulative conjunction ani^ . therefore the verb ma^f, which agrees with them, is plural, because it expresses the action of both its nomina- "f':0.r. actors. And you observe, too, that the pronouns w! their, and the noun lessons, a.veplural, agreeing wfth 1 jjis Orlando and Thomas, according to Hule 8. The Si tdy is plural, agreeing with who, according to % f t1 f

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104 ETYMOLOGY Ar<D SYNTAX. But let us connect these two iinuns bj a ilisjmictive k,;. junction, ami see how the sentence will read: Oiljudoov "Thomas, who stxulies his lesioti.makes lapid irogiess." Now, you perceive, that a different construction taUes jilace, for the latter expression dues not imply, that Orlando and Thomas, 6o(/i, study and make lap.d progiess; Init it assert?, that either the one or tlie other studies, anti m.tkes ra iid proares.s. Hence the verl> makes is singular, because it ex-



presses the action of I he one or the other of the nominative. And you observe, too, that the pronouns
 ii>ho and his, and th.'. noun toson, are In.euise iii the singular, agreeing with Orlando or Thomas,
 agreeaaily to llule 9. Studies is also singular,agreeiniT with xisho, according to Uulk 4. EXERCISES IN
 PAUSING. Joseph and his brother reside in New York. The sun, nioon, and stars, admonish us ol a
 superior and superintend- fii ia<' l'ower. I respect my friend, because he is upright ami '4|-'- obliging.
 Henry and Wihiam. who obey their teacher, * - ' im >rove rapidly. Henry or William, who obeys
 his t^ach- 'T-' r, improves very last. Neitier rank nor jmssession .. makes the guilty mind happy.
 Wisdom, virtue, and meek- ^' ness, form the good man's happiness and interest: Uiey support him iu
 adversity, and comfort him in prosperity, Man is a iittU' lower than the angels. The United Slates, as
 justly a: Great Britain, can now boast of her literary institutions. - Note. The verbs arfpnoiuVi an.l/oriit
 arc plural, and each agreei , K' ""> ; w""li three nouns singular, coinectod by copulative conjunctioiM,
 Hliti-*. according to Rule H. The verb cow fort agrees with they for iU ' ' ' ' uomiaalive. It is connected
 to s;);7or< by the conjunction aM aareeably to Rule 34. Angels is num. to are understood, and \n^i
 8'ilaiii U nom. to can boaat understood, according to Rule35, REMARKS ON CONJUNCTIONS AND
 PREPOSITION'S. Tiie same word is occasionally ernplojed, eitlier as a conjunc- (iorr an adverb or a
 preposition. "I submitted,/or it was in i to re'sjst;" in this example,/or is a conjunction, because it conn
 t'IC two members of a compound sentence. In the next it is a nre- ,v.-if.un, and governs vkt nt/ in
 the objective ca;-e: " llecoiitemlwi ,ji-victory only.V . . ! '1.',^ In the iirst of the following sentences,
 sma if a ci,fj(Bicti0^r n tl-e'scond, it is a preoosilion; and ii. tlie tlur:l, aua^^-^J.^r"" ,v,-' 'iiiiPt part, let
 us .jo it peacoabiy ;I havennt %emim^^e'l tinie; Our fricnd.fciH coruiriened long .wrtr.c." S^\\^mM\\
 ' Hi' will renemtbfyire t.e.Uies; Stan.l bejareMIB-^m>>^W " not return fre/Ve,-*' Jfi-lhc first of these
 three i^awpte.^;^^^*^ iivlcrbi d GOrtiuuctiOn, because it expresses Uai^t^i iim^^ he iccond, it is a
 praposition; and in the thi#5^;alijSP'p:%-r'. .N

CASES OF XOT'KS. 105 As the words of a sentence are often transposed, so are also its members. Without attending to this circumstance, the learner may sometimes be at a loss to perceive the connecting power of a preposition or conjunction, for every preposition and every conjunction connect either words or phrases, sentences or members of sentences. Whenever a sentence begins with a preposition or conjunction, its members are transposed; as, "/jt the days of Joram, kini; of Israel, flourished the prophet Elisha;" "///"thou seek the Lord, he will be found of thee; but, if thou forsake him, he will cast thee off forever:" "When coldness Wraps this suffering clay, "Ah, whither strays the immortal mind?" That the words in, if, and then, in these examples, connect the members of the respective sentences to which they are attached; will obviously appear. If we restore these sentences to their natural order, and bring these particles between the members which they connect: thus, " Elisha the prophet flourished t/i the days of Joram kini; of Israel:" " The Lord Will be found of thee if thou seek him; but he will cast thee off forever 1/ thou forsake him:" "Ah, whither strays the immortal mind, , "fWhen coldness wraps this suffering clay?" As an exercise on this

of sentences? W - --^ 11 LECTURE X. d> INTBRJECTIONS.-CASES OP NOVX<rS. iA*.uiiuECTio.NS fire words tlirown in between te of a sentence, expressing the suddea it 7

acquainted willi ^vha' ha'sbeen said respecting it, and then commit the SYSTEMATICK ORDER OF PARSING. The order of parsing an Lnterjectio.n, is- an interjection, and why? - O virtue! how amiable thou art!" O is an interjection, a word used to express some passioi or emotion of the speaker. ,^ The ten parts of speech have now been unfolded M , :ucidHted. although some of them have not been c.f plaineil iuiiry Before you proceed auy further, yon will ple: >r"" beein again at the first lecture, and read over, ttnt| the whole, observing to parse every example in th^ . ; .es systematically. You will then be able to paref t^ lowing exercises, which contain all tlie parts of ^#^ vou study faithfully six hours in a day, and purKjfeJollf; rections given, you may beco'i-e. if not a rntica! a practical, grammarian In six -aeks; but il you s

At CASES OF NOLNS. 107 :three hours in a day, it will take you nearly three months to acquire the same knowlege. EXERCISES IN PARS'-^'-n True cheerfulness makes a man happy in himself, and

promotes the happiness of all around him. Modest) always appears graceful in youth: it doubles the lustre of every virtue which it seems to hide. He who, every morning, plans the transactions of the day, and follows through its plan, carries on a thread that will guide him through the labyrinth of the most busy life. The king gave me a generous reward for committing that barbarous act; but, alas! I fear the consequence. Even now, where Alpine solitudes ascend, I set me down a pensive hour to spend; And, placed on high, above the storm's career, I look downward where a hundred realms appear: Alas! the joys that fortune brings, Are trifling, and decay; And those who mind the paltry things, More trifling still than they. Note. In the sentence of the foregoing exercise, which is governed by the verb to hide, according to Rule 16. He is nominative to plans. Followed by with who, and is connected to plans by and; Reward to me. Then reward is in the dative case, governed by gave; Rule 20. Me is governed by to. Note that I, Rui. E. i. 2. The phrase, that barbarous act, is governed by for; Note 2, and see Rule 28. Hour is in the objective case, governed by to spend; Rule 20. I set is connected to set by and; Rui. E. i. 4. Joins is nominative to are; Thak g. ov. by brings; Rui. E. 16. Those is nominative to are understood. The is nominative to are understood; Rui. E. 35. CASES OF NOUNS. In a former lecture I promised to give you a more extensive explanation of the cases of nouns; and, as they are, in many situations, a little difficult to be ascertained, I will now offer some further remarks on this subject. But before you proceed. I wish you to parse all the examples in the foregoing presented, observing to pay particular attention to the remarks in the foregoing Note. Those remarks, you must exercise your judgment in following - Look at the sentence in the preceding exercise with. "He who, every morning," &c. and you can find the verb to which Ac is nominative. What is the BH ii

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does Ae do? He carries on a thread, &c. He then is nominative to the verb carries. What does who do? Who plans, and who is, &c. Then who is nominative to plans, and who is understood, is nominative to oUows. "A soul without reflection, like a pile Without inhabitant, to ruin runs." In order to find the verb to which the noun soul, in this sentence, is the nominative, put the question; What does a soul without reflection, do? Such a soul runs to ruin, like a pile without inhabitant. Thus you discover, that soul is nominative to runs. When the words of a sentence are arranged according to their natural order, the nominative case, you recollect, is placed before the verb, and the objective, after it; but when the words of a sentence are transposed; that is, not arranged according to their natural order, it frequently happens, that the nominative comes after, and the objective, before the verb; especially in poetry, or when a question is asked: as, "Whence arises the misery of the present world?" "What good thing shall I do to inherit eternal life?" Put these expressions in the declarative form, and the nominative will precede, and the objective follow its verb: thus, "The misery of the

present world arises whence; I shall do what eood thing to inherit eternal life." " Now came still evening on, and twilight gray "Had in her sober livery, all (Aung's clad." "Stern rugged nurse, thy rigid lore' " With patience many a year she bore." What did the evening do? The evening came on. Gray tm- liaht had clad what? Twilight had clad all things in het sober livery. Evening then is nom. to came on, and the noun things is in the objective case, and erov. by had clad: Bulk 20. What did she bear? She bore thy rigid lore with patience, for, or during, many a year. Hence you find, that lore is in the objective cse. and governed by 6ore,ac- cor.'.ing to Rule 20. Year is gov. by during underetood: Rule 32. A noun is frequently nominative to a verbuntrer tood,ol: in the objective, and governed by a verO unilerstooi' " "Lo, there is the poor Indian! whose untutored m^ ,j,jj^'0, thepai;r there is! the bliss there is in dMitf,'''''- :>sl;3 '-4^A11 were sunk, but the wakeful nishfingale nas noi^i "He thought as a a^e thinks, the'he felt a;- a mmi^ff " His hnpps. immortal, blowv them by. as dust is Mnr?**) UuLE 35, applies to these last three examples.

NOMINATIVE CASE INDEPENDENT,---ABSOLUTE. In the next place I will explain several cases of nouns and pronouns which have not yet come under our notice. Sometimes a noun or pronoun may be in the nominative case when it has no verb to agree with it. ' OF THE NOMINATIVE CASE INDEPENDENT. Whenever a direct address is made, the person or thing spoken to, is in the nominative case independent; as, ' James, I desire you to study.' ^ You notice, that in the expression, I address myself to James; that is, I speak to him; and you observe, too, that there is no verb, either expressed or implied, to which James can be the nominative; therefore you know that James IS in the nom. case independent, according to Rule 5. Recollect, that whenever a noun is of the second person, it is in the nom. case independent, that is, independent of any verb; as, " Selma, thy halls are silent; Love and ^ meekness, my lord, become a churchman, better than ambition; O Jerusalem, Jerusalem, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, but ye would not!" - Note. Whenever a pronoun of the second person is in apposition with a noun independent, it is in the same case; as, " Thou traitor, I detest thee." V OF THE NOMINATIVE CASE ABSOLUTE. A noun or pronoun placed before a participle, without any verb to agree with it, is in the nominative case absolute; as, " '1 he sun being men, we pursued our journey." Sun is here placed before the participle "being risen," and has no verb to agree with it; therefore it is in the nominative case absolute, according to Rule 6. ' Note 1. A noun or pronoun in the nominative case independent, is always of the second person ; but, in the case absolute, it is generally of the third person. 2. The case absolute is always nominative; the following sentence is therefore incorrect: " Whose top shall tremble, him do - Kemlini," &c. It should be, he descending. OF NOUNS IN APPPOSITION. Two or more nouns or pronouns signifying ' person or thing, are put, by apposition ^ i; | ^> \$ aie case ; as, " Cicero the great orator ^ ^ ^ r > soj? % r. a mi statesman of Rome, was married by Antioch." R m U i

%^ ..>.^i

:^i w .''i 110 ETYMOLOGY AND SVKTAX. Apposition, in a ;r.ttnmatal sense, means something added, or names added, in order more fully to define or illustrate tlie sense of the first name mentioned. You perceive that Cicero, in the preceding example, is merely the name of a man; but when I give him the three additional appellations, and call him a. gTea.t orator, philos- oplier, ana statesman, you understand what kind of a man lie was; that is, by giving him these three additional names, his character and abilities as a man are more fully made known. And, surely, you can not be at a loss to know that these four nouns must be in the same case, for they are all names given to the same person: therefore, if Ci- cero was murdered, the orator was murdered, and the phi- losopher was murdered, and the statesman was murdered, because they all mean one and the same person. Nouns and pronouns in the objective case, are frequent- ly in apposition; as, He struck Charles the student. Kow it is obvious, that, when he struck Charles, he struck tkejffu- (knt. because Charles was the student, and the student was Charles; therefore the noun student is in the objective tise governed by '-struck," and put by apposition with Ch ules, according to Klle 7. ^ Ple1'=e to examine this lecture very attentively. You lfcill then |.e pi epared to parse the following examples cor-' - fctely and systematically. PARSING. Weep on the rocks of roaring winds, OJV/aitZ of Inistore." Maid is a noun, the name of a person com. the name of u-species__fern. gend. it denotes a female second pers. spoken to sing. num. it implies but one and in the nom- inative case independent, because it is addressed, and has no verb to agree with it, according to ..'-RuLE 5. When ail address is made, the noun or pronom ~-'^,^ressed, is put in the nominative case independent. " The general being ransomed, the barbarians >ermit- ted him to depart." Ge.iera/is a noun, the name, &c. {parse if in full) i'mii jn the nominativecaseal)solute, because it is pl?,cet}-^f*'Wef the participle " being ransomed," and it has ij agree with-.t, agreeably to "\ , RuLB 6. A -noun or pronoun plactdh(^ore a pW^^ and heing' independent of ihe rest of the sentence,, i-' W n'oridnadiiii sasa ahs'Aute. m

C-VSKS OF NOT'NS.----PARSING. III .Thou man of GoJ, flee to the land of Judah." Thou is a pronoun; a word used instead of a noun per-. Sonal, it personates ' man" second pers. spoken to mas. gend. sing. nnmb. liecuuse the noun " man"" is for which it stands: Hulk 13. (llepeat the Rule) Thou is in the nom- inative case independent, and put by apposition with man, , because it signifies the same thing, according to HuLE 7. Txi'o or more nouns, ur nouns and pronouns, sig- "'fyi/'g th^ same iking, are put by apposition, in the same case Man is in the nominative case independent, according to Kule 5. Flee agrees with thou understood. " Lo! Newton, priest of Nature, shines iifar, " Scans the wide world, and numbers every star."- Mziiton is a noun, (par^e it in full,) and in the nominative case to ' shines:" Rule 3. Priest is a noun, (parse it in full,) and in the nom. case, it is the actor and subject of the verb "shines," and put by apposition with " Newton," because it signifies the same thing, agreeably to Rule 7. (Repeat the Rule.) EXERCISES IN PARSING. Turn from your evil ways, O house

of Israel! Ye fields of light, celestial plains, ye scenes divinely fair! proclaim your Maker's wondrous power. O King! live forever. The murmur of thy streams, O Lora, brings back the memory of the past. The sound of thy woods, Garmallar, is lovely in my ear. Dost thou not behold, Malvina, a rock with its head of heath. Three aged pines bend from its face, green is the plain at its feet; there the flower of the mountain grows, and shakes its white head in the breeze. The general being slain, the army was routed. Commerce having thus got into the legislative body, privilege must be done away. Jesus had conveyed himself away, a multitude being in that place. I being in great haste, he consented. The rain having ceased, the dark clouds rolled away. The son of God, while clothed in flesh, was subject to ill! (If frailties and inconveniences of human nature, sin (that is, sin being excepted.) : it., laws of Joram, king of Israel, flourished the prophet Jeroboam. Paul the apostle suffered martyrdom. Come, my dear friend, delightful guest! and Jonell with me. Friend. I've : imf, "itfy men, lend me your ears. See! I'll be just, companion of the dead! Wherever I go : thy home, and whither art thou fled? y j^&i^_A

112 ETYMOLOGY AND SYNTAX, Till Hymen brought his love delighted hour. There dwelt no joy in Eden's rosy bower: The world was sad, the garden was a wild, And man the hermit sigh'd, till woman smiled. Note. Those verbs in italics, in the preceding examples, are all in the imperative mood, and second person, agreeing with thou, ST f/e or i/ou nni\et**.ooi . House of Israel is a noun of multitude, Has routed and must be done are passive verbs, Irtjed is a luu. tcr verb in a passive form. Clothed is a perfect part. Till is an ad- Tcrbial conj. When you shall have analyzed, systematically, every word in the foregoing exercises, you may answer the following QUESTIONS NOT ANSWERED IN PARSING. Repeat the list of interjections. Repeat some interjective phrases. Repeat the order of parsing an interjection. __In order to find the verb to which a noun is nom. what question do you put? Give examples. Is the nominative case ever placed after the verb? When? Give examples. __Does the objective case ever come before the verb? Give examples. Is a noun ever nom. to a verb understood? Give examples. When is a noun or pronoun in the nom. case independent? Give examples. Are nouns of the second person always in the nom. case independent? When a pronoun is put by apposition with a noun independent, what is it? When is a noun or pronoun in the nom. case absolute? Give examples? When are nouns or nouns and pronouns put, by apposition, in the same case? Give examples. In parsing a noun or pronoun in the nom. case independent, what Rule should be applied? In parsing the nom. case absolute, what Rule? What Rule in parsing nouns or pronouns in apposition? if .1 LECTURE XL OF THE PROPOSITIVE TENSES OR VERBS. You have now acquired a general, and, I may say, an extensive, knowledge of nine parts of speech; but you know but little! I say, respecting the most important of them, I mean the Verb, I will, therefore, commence this by giving you an explanation of the various tenses. Have (be good however, first to turn over Lecture II. and reflect well on it) said respecting the verb; after which I will

MOODS. 113 ?o sino<ihly through the moods and tenses, and the conjn- giiti.->n of verbs, thist. instead of finding yoiirself involved in obscurities and deep intri.Mcies, you will scarcely find an obstruction to impede your progress. 1. OF THE MOODS. Mood or Mode consists in the changes which a verb undergoes, in order to express the dit'fer- ent intentions of the mind, and the various mo- difications and circumstances of action. There are five moods of verbs, the Indicative, tiie Subjunctive, the Imperative, the Potential, and the Infinitive. The Lnd cative Mood simply indicates or de- clares a thing; as, "He writes:"^ or it asks a question; as, ' Does he write? Who icrote that?' If I Siy,.He came with me, I make a positive declara- tion: therefore came is in the indicative mood: and, it" I say, Who came with you." I ask a question; therefore camt- is in the indicative still. It will be found most convenient to present the subjunc live mood next in order, because it is more analogous to the indicative in conjugiition, than any of the others, 'i'lii- mood, however, differs materially from the indicative in sense; therefore you ought to make yourself well acquaint ed with the natuie of the indicative, before you commcncf with the subjunctive. The Subjunctive Mood expresses action, passion, or being, in a doubtful or conditional inanner: or, When a verb is preceded by a word that ex- presses a cgndition, doubt, motive, wish, ov sup- position, it isinlthe Subjunctive Mood; as, " // lie siudii, he will improve; I will respect him, '^fiiG chide me; He will not be pardoned. .si; | tfe?,Fpen/; Had he /icch there, jje would <|j^^f{t>45<j;" (that is, if he had been there.) Ch^^t^^Of tClionsif, though, sinless, in the precedifti^;ftxaJll' ^ (bifia^ixpuriition, doubt, &c. therefore the verliite- c/ (^iS^iM6jpi^Aari 6ecn, are in the subjunctive mood

III ETYMOLOGY AND SYJSTAX, Note 1. A verb in this mood is generally atterxjcd br^ noliitf verb in some other mootl. You observe, tbut eiich of the -ftfst thrc,,. ef the preceding examples, contains a verb in the indicat\ve mood, and the fourth,"a verb in the potential. 2. Whenever the conjunctions if, though, wihss, except, uiuther, lest, or any others, denote contingency or doubt, the vcibs that fol- low them are in the subjunctive mood ; " af, " //he ride ont every day, his health will probably improve;" that is, il be should tiik out hereafter. But when these conjunctions do not im Jly doiiilil, &c. the verbs that follow them arc in the indicative, or some other juood; " as, " Thoitghhe rides out daily, his health is no better." The coniunctive and indicative forms of this mood, are explained in the conjugation of the verb to love. See page 120. The "Imperative Mood is used for command- ing, exhorting, entreating, or permitting; as, ^ Depart thou ; Remember my admonitions; Tar- m awhile longer; Go in peace." ' The \tth depart expresses a command; remember, ex- hoits; tarry expresses entreaty; and go,pennission; there- tore they arc all in the imperative mood. A verb in the imperative mood, is always of the second person, .igrceiug with thou, ot ye or you, either expressed or implied. You may know a verb in this mood by the sense: recollect, however, that the nominative is ahvajs cconrf person, and frequently understood; as, George, g-ire me my hat; that is, give thou, or give you. When the nom- inative is cxfrcssed, it is generally placed after the verb; i!'g, Go thou; Depart ye: or between the auxiliary and the verb: as,Dortuiigo; Doj/e depart. (75o is the auxiliary.) The PoTB.NTiAL

Mood implies possibility, liberty or necessity, power, will, or obligation; as, "It may rain; He may go or stay; We

m must eat and drink; I can ride; He u-ould irailc; Thev should learn."" /.:; ,In "the first of these examples, the n-ixiliary mai/ implies "i-jfi^ESibility; in the second it implies liberty: that is, he is at liberty to go or to stay; in the third, mvst denotes n^ tessity; eati, denotes power or ability; ^omW, imylK'Si-* or inclination; that is. he had a mhid to walk; t.U'^>!^e^ implies obligation. Hence you Vfrceiv.c, tbafe;4>;e-;?i.'1 inav rain, may go. mu-jt eat, must drink, cati rr^iif walk, and should learn, are in tlie;ii/!^*xj/rnood.v: . NoTK, 1. As.a verb in the indicative laood. ia.eonvf'jit^jpu, ." 'iS^iuiiCtivc wlien it is prece.'.ed by a cbnjuicjipp'px^fft^J^M

TENSES. 115' may, m like mnnner, be turned into the subjunctive; as, " If I could deceive him, I should abhor it; Though he should increase in wealth he noul not be charitable.'-' I could deceive is in the potential; If I could deccire, is in the eubjunctive inood. 2. The potential mood, as well as the indicative, is used in ask- ino; a question ; as, " May 1 go? Could you understand him? Must we rlie!" The Infinitive Mood expreses a thing in a general and unlimited manner; having no nom- inative, consequently neither person nor num- ber; as, " To speak, to walky Infinitive means unconf.ncd, or unlimited. Tliis mood ia called the infinitive, because it is not confined or limited to a nominative. A verb in any other mood, is limited- (hat is, it must agree in number and person ith its nomina- tive; but a verb in this mood, has ko nominative, there- fore it never changes its termination, except to form the perfect tense. Now you understand why all verbs are caWeA finite or limited, excepting those ia the infinitive mood. Note. To, the si2;n nfthe infinitive mood, is often understood be- fore the verb; as, " Let uie proceed ;" tliat is. Let uie to nroceed. See RuLi, 25. To is not a preposilion when joined to a verb in this mood; thus, lo ride, to rule; but it should be parsed v.ith the verb and as a part of it. If you study this lecture attentively, you will perceive, lhat when 1 say, I tt'rUc, the verb is in the indicative mood ' but wlien I say, if I zerite, or, unless I write, ^-c. the verb i^ in the subjunctive mood ;a!n7e thou, or write ye or you. the imperative; I may -jsrite, I m^ist urite, I could write', 6,-c. tlie potential; and to ^-rite, the infinitive. Any other verb, (ex.- oept the defective,) may be employed in the same manner II. OF THE TENSES. Tf.nse means time. Verbs have six tenses, the Present, the Im- perfect, the Perfect, the Pluperfect, and the- First and Second Future tenses. The Pre'jEnt Tense denotes present time; or. T^:|^i{;^eKT Tense represents an action or %i4,;U>Vmg place at the time m v/liici} it is iik^!ft0;j as " I smile; I see; I am seen/' i ^if-J&jj;e-j^eg^nt tense is also used in speato'ilg-of-ftg^Wn* i usw'wfcttwjjsiopal, intermissions, to the present timf a^- *

^jwsr^r-^ 5 IIG ETYHOLOGY AND SYNTAX, " This tome is sometimes ii)plie(l to represent tlie rictions of persoiu long since dead : as," SenegareMons and morohzis wcil; An honest man l's the noblest work of Gorl.'" u , , , ; When the present tense is preceded by the words, when, l-forc, after, a? soon

as, &< it is sometime-, used to point out the relative time of a future action; as, "When he arrives we shall hear the news." The Imperfect Tense denotes past time however distant; or, The Imperfect Tense represents an action or event, either as past and finished, or as remaining unfinished at a certain time past; as, "I loved her for her modesty and virtue; They were travelling post when he met them." The verb loved, in the first of these examples, shows that the action is past and finished. though the precise time of it is not defined. In this point of view the tense may be denominated imperfect, for the time of the action is not necessarily ascertained. In the second example, -was travelling represents the action as past, but not finished; the participial, (if we consider the participle with the Verb.) may be denominated imperfect. The Present Tense denotes present time, and '>--' -- "I have finished my letter." ... The verb have finished, in this example, signifies that the action, though past, was perfectly finished at a point of time immediately preceding, or in the course of a period which comes to, the present. Under this view of the Imperfect Tense, it appears, that the term perfect may be proper, for it specifies, not only the completion of the action, but, also, the particular period of its accomplishment. The Pluperfect Tense represents a past action or event that transpired before some other past time specified; as, "I wrote my letter before my brother arrived." You observe that the verb 'wrote' represents one past action, and 'had arrived' another past action; the former is in the perfect tense, because the action is completed, the latter is in the pluperfect tense, because the action is completed before some other past time specified.

AUXILIARY VERBS. 117 The First Future Tense denotes future time; as, "I will finish my letter." The Second Future Tense represents a future action that will be fully accomplished at or before the time of another future action or event; as, "I shall have finished my letter when my brother arrives." This example clearly shows you the meaning and the proper use of the second future tense. The verb "shall have finished" implies a future action that will be completely finished, at or before the time of the other future event denoted by the phrase, "when my brother arrives." You may now read what is said respecting the moods and tenses several times over, and then you may learn to conjugate verbs. But, before you proceed to the conjugation of verbs, you will please to commit the following paragraph on the Auxiliary verbs, and, also, the signs of the moods and tenses; and, in conjugating, you must pay particular attention to the manner in which these signs are applied. OF THE AUXILIARY VERBS. Auxiliary or Helping Verbs are those by the help of which the English verbs are principally conjugated. May, can, must, might, would, should, and shall, are always auxiliaries; do, be, have, and will, are sometimes auxiliaries, and sometimes principal verbs. The use of the auxiliaries, is shown in the following conjugation. SIGNS OF THE MOODS. The indicative mood is known by the sense, or by its having no sign, except in asking a question; as, "Who loves you?" The conjunctions if, though, unless, except, nor, lest, are generally signs of the subjunctive mood.

Active; as, "If I love; unless I /ow." &c. verb is generally known to be in the Jno- m;/8f; Mood by its agreeing with thoi, or feCs- u

118 ETYMOLOGY AND SYNTAX. you understood; as, "Love virtue, and follow her steps;" that is, love thou, or love ye or you; follow thou, &c. May, can, and must, might, could, would, and should, are signs of the Potential Mood, as, "I wo?/love, I mwa'^love; i should \o\ve,&c. To is the sign of the Infinitive; as, "To love, to smile." SIGNS OF THE TENSES. The first for n of the verb is the sign of the present tense ; as love. Ed. tlie imp. tense of reg. verbs; as, loved, Have the perfe-^t; as have loved. Had the pluperfect; aS, had loved. Shcdl or will the first future ; as, shall love, or will love. Shall or will have the second future; as, shall have loved, or will have loved. Note. There arc some excpptions to tliep sis;n5, which you will Aotici; hv r"! rriiia; to the conjugation in the potential mood. The Indicative Mood has six tenses. The Subjunctive has also .six tenses. The Imperative has only one tense. The potential hasyoMr tenses. - The intinitive has two tenses. CONJUGATION OF VERBS. The CoNiuG.^TioN of a verb is the regular combination and arrangement of its several numbers, persons, moods, and tenses. The conjugation of an active verb, is :5J v Xli& acti-^se i-oice^todthat of a passive verb, passive voice. ^^t^^'O Verbs are called Regular wlien they tiieir imperfect tense of the -indicati?,evi^| and their perfect participle, by addinfi^' !*^i

;onji;gation of vkrbs. 119 prespiu tense, ed or d only, when t ie verb ends in c/as, Pres. Tciisc. Imp. Tense. I favour. 1 favoured. Hove. I love<^. Perf. Participle, favouiet/. loverf. A Regular Verb is conjugated in the following manner. To Love Indicative Mood. Present Tense. Plural. 1. We love, 2. Ye or you love, 3. They love. Singular. 1. Pers. I love, 2. Pers. Thou lovest, 3. Pers. He, she, or it,^ loveth or loves. \ When we wish t o express energy or positiveness, the auxiliary do ilioulil precede the verb in the present tense: thus, Singular. Plural. ' 'lo't)ve, 1. vVe do love, 2. Tlmii dost love, 2. Ye or you do iovo, 0. He doth or does love. J. They do love. Imperfect Tense. Singular. Plural. 1. 1 loved, 1. U'e loved, 2. Thou lovedst, . 2. Ve or you loved 3. He loved. 3. They loved. ' Or by prefixing did to the present: thus, Singular, I. Idid h)ve, Thou didst love, i He did love. Plural. 1. We did love, 2. Ye or you did love. 3. They did love. Perfect Tense. Singular. Plural. I I hrtve loved, 1. We have loved, 2. Thou h.ist loved, 2. Ye or yoa have loveci, " h ith or has loved. 3. They have loved. Pluperfect Tense. ^::>gular. Plural. !(r.i,l loved, 1. \Vehd loved. Thou had'it loved, 2. \e or vou hiid love.! ilahadived. , 3. They had loved. .ji^ .': ' > First Future Tei'.se. 'i^Sy^* Plural. iWiaQ-^'spJn.iovp, 1 We shall or will love l^-*ga;t*rmIt k>ye, 2. Ye or you shall orWl-lov*- " ^*f??^P*'^%.-* They shall Qr <viliiore< ?. i. HiB

tS^t^-- 120 ETYMOLOGY AND SYNTAX. Second Future Tense. X uShave loved, 1. We'sLtn have loved Thou wilt have loved, 2. Ye or you wdl have lovea, V He will have loved. 3. They w.ll have loved. Note Tenses formed without auxiliaries are called stmpie tenses; as 1 Zov; -lived; but those formed by the help o ""/'""/^ ^ ^ denoZ'^L^compound tenses; as, 1 have loved; I ha loved &c. This display

of the verb shows you, in the clearest light, the application of the signs of the tenses which signs ought to be perfectly committed to memory before you proceed any further. By looking again at the conjugation you will notice that Aa/e, placed before the perfect participle of any verb, forms the perfect tense; had the pluperfect; shall form the first future, and so on. ; / Now speak each of the verbs love, hate, walk, smile, rule and conquer, in the first person of each tense. In this mood, Sh the pronoun / before it-, thus, indicative mood, present Tense. first Person singular. I love; imperative tense, I loved; perfect 1 have loved; and so on through all the tenses. If you learn, thoroughly the conjugation of the verb in the indicative mood you will find no difficulty in conjugating it through those that follow, for in the conjugation through all the moods there is a great similarity. Subjunctive Mood. Present Tense. Conjunction 'I' or 'thou', Plural. 'we' / 1. If we love, 2. thou love, 2. if ye love, 3. 'he' love 3. 'it' love . . . Look again at the conjugation of the verb in the indicative present, and you will observe, that the form of the verb differs from this form in the subjunctive. The verb in the present tense of this mood, does not vary its termination according to number or person. This is called the subjunctive form of the verb; but sometimes the verb, in the subjunctive mood, present tense, is conjugated in the same manner as it is in the indicative, with this exception, / Though, unless, or 'omne' conjunction, is prefixed; as % Indicative form. . , Plural. 'They' / 1. 1. If I love. 2. If thou love, 3. 'He' loves. 1. If we love, 2. If ye love, 3. if they love.

CONJUGATION OF VERBS. 121 The following general rule will direct you when to use the conjunctive form of the verb, and when the indicative. When a verb in the subjunctive mood, present tense, has a future signification, or a reference to future time, the conjunctive form should be used; as, " If thou prosper, thou shouldst be thankful;" " He will maintain his principles, though he lose his estate;" that is, If thou shouldst prosper; though he should lose, &c. But when a verb in the subjunctive mood, present tense, has no reference to future time, the indicative form ought to be used; as, " Unless he means what he says, he is doubly faithless." By this you perceive, that when a verb in the present tense (which tense, by some is denominated future) of the subjunctive mood, has a future signification, an auxiliary is always understood before it, for which reason in this construction the termination of the principal verb never varies; as, " He will not become eminent, unless he exert himself;" that is, unless he shall exert, or should exert himself. The imperfect, the perfect, the pluperfect, and the first future tenses of this mood, are conjugated, in every respect, like the same tenses of the indicative, with this exception, in the subjunctive mood, a conjunction implying doubt, &c. is prefixed to the verb. In the second future tense of this mood, the verb is conjugated thus: Singular. Second Future Tense. Plur. 1. If I shall have loved, 2. If thou shalt have loved, 3. If he shall have loved. 1. If we shall have loved; 2. If you shall have loved* 3. If they shall have loved. Look at the same tense in the indicative mood, and you will readily perceive the distinction between the two conjugations.

t1. Singular. Imperative Mood. Plur. i. Love, or lo[^]e thou, or do [^]. Love, or love ye or you, thou love. or do ye or ynu love. KoxE. "Vp can not cummand.exbort, &c. either inpast urfuium ?ime; thwefore a verb in this mood is aiwave in the pretent tense.- L 1[^]

j A\$

'^wwm- ETYMOIXJGV AJVD SYNTAX. Potential Mood. Present Tense. Singuiar. Plural. 1. 1 may, can, or must love, 1. We may, can, or must love, 2. Thou mayst, canst, ur 2. Ye or you may, can, or must love, must love, 3. He may, can, or must 3. They may, can, or must love. love. Imperfect Tense. Singular. Plural. i. Imight,conld, would or 1. We might, could, would. should love, 2. Thou mightst, couldst, wouldst, or shouldst love, [^]. He might, could, would, or should love. or should love, 2. Ye vr you might, could, would, or should love, Sitigular. I may, can, or must liave loved. Thou mayst, canst, or must have loved. He may, can, or must have loved. Singular. I. I might, could, would, or should have loved. [^]:. Thou mightjt, couldst, , woildst. or should.'-t - have lo[^][^] .;. He might, could, would, or should have loved. 3. They might, could, would, or should love. Perfect Tense. Plural. 1. We may,can,or must have loved, 2. Ye or you may, can. or must have loved, 3. They may, can, or must have loved. Pluperfect Tense. Plural. 1. We might, could, would, or should ha\ve loved, 2. Ye or \ou might, could, would, or should have loved, 3. They might, could, would, or should have loved. ' By examini;!g carefully the conjugation of the verb through this mosxi. you n dl find it very easy; thus, you will notice, tliat whenever either of the uuxiliarie.", muy. ran, or must, is placed before any verb, that veib is in tr.* i>--'^jm tenliat meod, prcen< tense: mi'rht, coutd, riould or i[^]h'iaifi[^] retuiers it in the potential mooil, imperfect tense; Wj\;n-' * or mp'f lave ihe perfect tensp; and might. rn/ f<r'st[^][^]a ; er should have, thepluperfect tense

<50: SJUGATION OF VERBS. 123 Infinitive Mood. Pres. iTcnse, To love. Peif. Tense, To have love]. Participles. Piesent or active, Loving. Perfect or passive, Loved. Compound perfect. Having loved. Note. The perfect participle of a regular verh[^] corresponds ex- actly with the imperfect tense; yet the former may, at all times, be (listingDishcd from the latter, by the followius; rule: !n composition the imperfect tense of a verb a/ways has a nominative, either ex- pressed or implied ; the perfect participle nivcr has. For your encouragement, allow me to inform you, that when you shall have learned to conjugate the verb to love. you wilUie able to conjugate all the regular verbs in the JEnglish language, for they are all conjugated precisely in the same manner. By pursuing the following direction, you can, in a very short time, learn to conjugate any verb. Conjugate the verb love through all the moods and tensef; in the first person singular, with the pronoun / before it, aod speak the Participles: thus. Indicative mood, pres. tense, first pers. sing, \love; imperf. tense, I / onerf; perf, tense I have loved: and so on, through every mood and tense. Then conjugate it in the second person, sing, with the pronoun thou before it,through all the moods and tenses: thus, Indic.

mood, pres. tense, second pers. sing, thou lovesfy. imperf. tense, thou lovedst; and so on through the whole.: After that, conjugate it in the third person, sing, with he before it; and then in the first pers. plural, with we before, it, in like manner, through all the moods and tenses. Al- though this mode of procedure, may, at tirst, appear to bo laborious, yet, as it is necessary, I trust 3'ou will not hesi tate to adopt it. My confidence in your perseverance, indu- ces me to recommend any course which 1 know will tend to facilitate your progres?. When you shall have complied with my requisition, you may conjugate the following verbs in the same manner; which will enable vou, here- after, to tell the mood and tense of any verb without hesi tation: " walk, hate, smile, rule, conquer, reduce, retetf- melt, fhun, fail." SPI 31 Hi a .js'ii^ttt:.'

I LECTURE xn. OF XIUEIEGUZ>AXI VERB . Irregular verbs are those which do not form their imperfect tense and perfect participle by the addition of d or ed to the present tense; as, Pres. Tense, Inimperf. Tense. Perf. or Pass. Part-. I write, I wrote, written. I begin, I began, begun. I go, I went, gone. The following is a list of the irregular verbs. Those marked with a R, are sometiaes conjugated regularly. Pres. Tense, Abide Am Ariia Awake Bear, to bring forth Bear, to carry Beat Begin Bend BereaTC Beseech, Bid Bind Bite Bleed Blow Break Breed Bring Build Burst Buy Cast Catch Chide dchoose Cleave, to adhrcry Cleave, to spUt, Cling Clothe Come Cost Crow Creeo Cut ' hnperf. Tertte. Per/, or Pass. Part. abode abode was been arose arisen awoke, R> awaked baie barn bore borne beat beaten, beat began begun bent bent bereft, R. bereft, R. besought besought bade, bid, bidden, bid. bound bound bit bitten, bit. bled bled blew blown' broke broken bred bred brought brought built built burst, R. burst, R. bought bought cast east caught. R. caught, R. chid chidden, chick chose chosen clave, R. eleaved cleft, or clove. cleft, cloven. clung clung clothed came clad, R. come cost co;t crew, R. crowed crept crept cut DUt

IRUEGULAR VERBS. 125 Pres. Ttnse. Imperf. Tense. Per/, or Pass. Fart Dare, to venture. durst dared Dare, to challege, Regular. Deal dealt, R. dealt, R. Dig (lug, R. dug, R. Do did done Draw drew drawn Drive drove driven Drink drank drunk, drank.' Dwell dwelt, R. dwelt, R. Eat eat, ate. eaten Fall feel fallen feed fed fed Feel felt felt Fight fought fought Find found found Flee fled fled Fling flung flung Fly flew flown Forget forgot forgotten Forsake forsook forsaken Freeze froze frozen Get got gott Gild gilt, R. gilt, R. Gird girt, R. ?irt, R. Give gave given Go went gene Grave graved graven,E Grind ground ground Grow grew grown Have had had Hang hung, R. hung, R. Hear heard heard Hew hewed hewn, R. Bide hid hidden, Liii Hit hit hit Hold held held Hurt hurt hurt Keep kept kept Knit knit, R. knit, K Know knew known Lade laded laden Lay laid laid Lead led led Leave left left Lend lent lent Let let let Lie, t!) lie down, lay lain Load loaded laden,R. Lose lost lost If ij: .

* The men were drunk; i. e. inebriated; The toasts were drank. t Gotten is nearly obsolete. Its compound forgotten, is still in use.

126 ETYMOLOGY AND SYNTAX, ^M! Pres. Tense. Make Meet Mow Fay Put Read Read Rid Ride Ring Rise Rive Run Saw Say See Seek Sell Send Set Shake Shape Shave Shear Shed Shine Show Shoe Shoot Shrink Shred Shut Sing Sink Sit Slay Sleep Slide Sling Slink Slit Smite Sow Speak Speed Spend Spill Spin Spit SpUt 1 rang. Imperf. Tense. made met mowed paid put read rent rid rode rung, rose rived ran sawed said saw sought sold sent set shook shaped shaved sheared shed shone, R. showed shod shot shrunk shred shut sang, sane; t sunk, sank; it sat slew slept slid slung slunk slit, R. smote sowed spoke sped spent spilt, R. spun spit, spat, split Perf. oT Pass. Part. made met mown, R. paid put lead it; it rode, ridden.* rung risen riven run sawn, R. (aid seen sought sold sent set shaken / shaped, sharpened; shaven, R. shorn shed shone, R*. shown shod shot shrunk shred shut sung sunk sat slain slept slid; ridden slung slunk slit, R. smitten sown, R. spoken sped spent split, R. spun spit, spitten;,:). split ^ * Ridden (i. e. nearly obsolete. t Sang and sank should not be led in families to M. S. Dittmer newly omitted. BtyV

IRREGULAR VERBS. 172 Verbs, Tense. Imperf. Tense. Perf. or Pass. Part. Spread spread spread Spring sprung, sprang, sprung Stand stood stood Steal stole stolea Stick stuck stuck Stink stunk stunk Stide strode, strid. stridden Strike struck struck or stricken String strung strung Strive strove striven strowD, strowed, or strowed, - Strow or strew, strowed or strowed Sweat swet, R. swet, R. Swear swore sworn Swell swelled swollen, R. Swim swum, swam, swum Swing swung swung Take took. taken Teach taught taught Tear tore torn Tell told told Think thought thought Thrive thrive, R. thriven Throw threw thrown Thrust thrust thrust Tread trod trodden Wax waxed waxen, R. Wear wore worn Weave wove woven Wet wet wet, R. Weep wept wept Win won won Wind wound wound Work wrought, worked. wrought, worked. Wring wrung wrung Write wrote written In familiar writing and discourse, the following, and some other verbs, are often improperly terminated by t instead of ed; as "learnt, spelt, spilt, stopt, latched." They should be, learned, spelled, spilled, stopped, latched." You Lay now conjugate the following irregular verbs in a manner similar to the conjugation of regular verbs; arise, begin, bind, do, go, grew, run, lend, teach, write. Thus, to arise Indicative mood, pres. tense, first person, sing. I arise; imperf. tense, I arose; perf. tense, I have arisen; and so on, through all the moods and all the tenses of each mood; and then speak the participles: thus, pres. arising, perf. arisen, comp. perf. having arisen. In the next place conjugate the same verb in the second person sing ">., '* 1' | If*:! ! |"

#/' 1'W. : .1 'f ft 128 ETYMOLOGY AND SYNTAX. through all the moods and tenses; and then in the third person sing, and in the first person plural. After that, you may proceed in the same manner with

the words be<;in, bind, &c. ^ ^ i- Now read the XI and Xli lectures/our orfive tunes over, and learn the order of parsmg a verb. You will then be prepared to parse the following: verbs in full; and, I pre-
sume, all the other parts of speech. Whenever you parse, vou must refer to the Compendium for dehnitions and rules, if you can not repeat them without. I will now parse a verb, and describe all its properties by applying the de- finitions and rules according to the systematick order. We could not accomplish the business." Couhl accomplish is a verb, a word which signifies to do __jvctive, it expresses action transitive, the action passes over from the nom. " we" to the object " business" regu- lar it will form its imperfect tense of the indic. mood and perf part, in cd potential mood, it implies possibility or L-ver imperf tense, it denotes past time however di.=tant tirst person plural, because the nom. " we" is with which H ao-rees, agreeably to Rule 4. A verb must agree, kc. Conuin-
ated Indic. mood, pres. tense, first person, sing. I ac- complish; imp tense, I accomplished; perf 1 have accom- plished plupeii-iect, I had accomplished ; and so on. bpe.ak it in the first person of each tense through all the moods, and-conjugate, in the same manner, every verb you parse. EXERCISES
IN PARSING. T'lesc exercises contain a complete varieti/ of Moods and Tense.i. I learn my lesson well. Charles, thou learnest thy les- ion badly John, do vou write a good hand 1 Those ladies w-ote a beautiful letter, but they did notdespatch it Have vou seen the gentleman to whom I gave the hook? He has "f one They had received the news before the messenger arrived When wilUthose persons return? My fnenr shall receive'bis reward. He will have visited me thtes (imes, if he come to-morrow. , ^ . . te-ir^^iM^i^ If Eliza study diligently, she will improve. Km^^i^ studies he does not improve. Unless that man 8^(li^y^ iccomplished his work by midsummer, he will rfe^jf', wages. , Orlando, obey my precepts, unless you *!.* - - jure yourself. Remember whatever is toW V-l^., v^ ^ pire yo'ii=''- iicij-..."^.....----- Aa-i.- "" "i phvsicianmay administer the medicme, l)BV|^**f%ij .'lone can bless it, I told hini; that be m'^ltP*'-l^*,-.-?'^

AUXILIARY VERES. i2# m Wfiuld not. He might have gone last week, had he con- ducted himself properly; (that is, if he had conducted, 4-c.) Boys, prepare to recite your lessons. Young ladies, let me hear yon repeat what yo have learned. . Study, diligent- ly, whatever task may be allotted to you. To correct th " spiritof discontent, let us consider how little we deserve. To die for one's country is glorious. How can we become wise? To seek God is wisdom. What is true greatness? Active benevolence. A good man is a greqt man. Note 1. Man, following great, and what, in the last two exam- ples, are nom. after ij; Rule 21. To seek God, and, To die for me^s c(yu.ntry, are members of sentences, each pat as the nom. case to is respectively : Rcile 24. The verb to correct is in the infinitive muoj abaolute: Note under Rule 23. May be allotted is a passive Tcrb, agreeing Vf itb which, the relative part of whatever. Thai, the first part of whatever, is an adj. pronoun, agreeing with tesft; and iask is governed by study. Hear, following let, and repeat, following hear, are in the infinitive mood without the 9ie;n to, according to Rule 25. To recite is governed hy prepare; Rule i3. Is told, is a passive verb, agreeing with which, the rel. part of whatever; and joufollowing, is gov.

by In understood: Note I, under Rule 32. 2. In parsing a pronoun, if the noun for which it stands is not expressed, you must say it represents some person or thing understood- LECTURE XIII. OF THE AUXILIARY, PASSIVE, AND DEFECTIVE VERBS, X. ATrXXXiZABir VERBS. Before you attend to the following, additional remarks on the Auxiliary Verbs, you will do well to read again what is said respecting them in lecture XI. page 117. The short account there given, and their application in conjugating verbs, have already made them quite familiar to you: and you have undoubtedly observed, that without their help, we can not conjugate any verb in any of the tenses, except the present and imperfect of the indicative IftaBd subjunctive moods, and the present of the imperative I aurtj infinitive. In the formation of all the other tenses, they are brought into requisition. Moreover; of the auxiliary verbs are defective in conjugation, inasmuch as they are used only in some of the moods and tenses; and when connected with principal verbs, they are constituted in the following manner. i t, r4

136 ETYMOLOGY AND SYNTAX. 'It.j''i MAY. Pres. ^Sing. I may, thou mayst, he may. Tense. (i'lur. We may, ye or you may, they may. Imperf. \f>)ng. I might, thou mightst, he might. Tense- (Plur. We might:ht, ye or you might, they might. CAN. Pres. iSing. I can, thou canst, he can. Tense. (Plur. We can, ye or you can, they can. Imperf. \Sing, I could, thou couldst, he could. Tense. (Plur. We could, ye or you could, they could. ' WILL. Pres. ^'^ing. I will, thou wilt, he will. Tense. \Plur. We will, ye or you will, they will. Im))erf. \Sing. I would, thou wouldst, he would. Tense. (Hur. We would, ye or you would, they would. SHALL. Pres. iSing. I shall, thou shalt, he shall. Tense. (Plur. We shall, ye or you shall, they shall. Imperf. ^Sin'g. I should, thou shouldst, he should. Tense. (Plur. We should, ye or you should, they should. TO DO. Pros. ^Sing. I do, thou dost or doest, he doth or does. Tense. (Plur. I do, ye or you do, they do. Imperf. iSing. I did, thou didst, he did. Tense. (Plur. We did, ye or you did, they did. Participles. Pres. doing. Perf. done- TO BE. Pres. '^Sing. I am, thou art, he is. 'Tense. \Plur. We are, ye or you are, they are. Imperf. {Sing. I was, thou wast, he was. Tense. (Plur. We were. 'i je or you were, they were. Participles. Pres. being. Perf. been. TO HAVE. Pros. {Sing. I have, thou hast, he hath or has. Tense. (Plur. We have, ye or you have, they have. Imr.eif. (^'mj. I had, thou hadst, he had. Tense. . \Plur. We had, ye or you had, they had. Participles. Pres. having. Perf. had. j Do, be, have, and will. are sometimes used as principal verbs; and when employed as such, do, be, and have, require the help of other auxiliaries, through which the moods and tenses. / ' \';->> Do. T'.ie different tenses of do, in the several moods are thus formed: Indicative mood, pres, tense, first person? do; imperfect tense. I did: perf. I have done; second person; present perfect, I had done; third person. I shall or will do: stc, and

CONJUGATION OF VERBS. 131 m.- shall have (Indicative mood, pres. tense. If I do; infinitive. If I did; and so on. Imperative mood, do thou. Potential, present, I may, can, or must do, &c. Infinitive, present, to do; perfect to have done. Part. Pres. doing, perfect (Indicative; coram) found perfect. having done. Have. Have is in great demand. No verb can be conjugated through all the moods and tenses without it.

tlue, when used as a principal verb, is doubled in some of the past tenses, and becomes an auxiliary to it.[^]elf: thus. Indie, mond. pres. tense, tirsi pers. sing. 1 have; imp. tense, I had ; perf I have had; pluperf 1 hail had; hrst fut. Uhall or will have; sec. fut. 1 shall have had. Subjuictive, present, if I have; impcrf if I had; perf if J have had: plup. peif if I hid had; first fut if I shall or will have; sec. fut. if I shall have had. Imper. mood, have thou. Potential, present. I mav, can, or must have; linperf I might, could, would, or should have; perf 1 may, can, or must have had; plup. perf. I might, could, would, or should have had. Infinitive, present, to have; perf to have had. Part. pres. having; peif had; compound, perf. having i^ad. Be. In the next place I will present to you the conjuga- tion of the irregular, neuter verb Be, whi(h is an auxiliary ivheneverit is placed before the perfect participleot anoth- er verb, but, in every other situation, it is n principal verb To Be. Indicative Mood. iSine. I nm, thou art, he, she or it is. \Plur. We are,ye or you are, they are, iSin^ . I was, thou wast, he was. ~ (I'lur. We wire, ye or you were, they were. SSing. I have heen, thou hast been, he has been. Plur. We liave btpii, you have been, they have beea. <,Sing. I hail been, thou haiisi been, he had been. (Plur. We had been, you had been, they had been. (.Srao-. I shall or will be, thou shall or wilt be, he shall, &c. (Plur. We shall or will be, you shall or will be, they, &c. Srnr; . I shall have hern, thou wilt have been, ho -n^IU, S:c. Plur. We shall have been, yon will have been, they, &c. SuB.TUIvCTivE Mood. < Smg. If I be, if thou be, if he be. jPlnr- If we l)e, if \e or you be, if they be. 5 SVn/r- "I were, iflhou wert, if he were.)Pt^tr. If we were, ifyeoryou were, if they were. .fl.hf ijeutr verb to Ae, and all passive verbs, have two ' ^1^ o ijw imperfect tense of this mood, as well as in the 'M*t^' . ' .b^refore the following rule may serve to direct Pres. Tease. Inipcrf. Tense. Perf. Tense. Pluperf Tense. First Fnt. T. Second Fut. T. 'Tes. i'ljasc. -<I ^ii^'l, ti ^; J^

"W^^^ 132 ETYMOLOGY AND SYNTAX. you in the proper use of each form. When the sentence implies doubt, supposition, &c. and the neuter verb be, or the passive verb, is used with a reference to present or future time, and is either followed or preceded by another verb in the imperfect of the potential mood, the conjunctive form of the imperfect tense must be employed; as, "If he were here, we should rejoice together;" "Shemight go, raereshe so disposed." But when there is no refernce to present or future time, and the veib is neither followed nor preceded by another in the potential imperfect, the indicative form of the imperfect tense must be used; as, "If he rxas ill, he did not make it known;" "Whether he was absent or present, is a matter of no consequence." The general rule for using the conjunctive form of the verb, is presented on page 121. See, also, page 114. The perfect, pluperfect, and first future tenses of the subjunctive mood, are conjugated in a manner similar to the correspondent tenses of the indicative. The second future is conjugated thus: Second < Sing. If I shall have been, if thou shalt have been, ic. Fut. T. \ Plur. If we shall have been, if you shall have been, &i;. Imperative Mood. Pres. < Sing. Be, or be thou,or do thou be. Tense. < Plur. Be, or be ye or you, or do ye or yon be. Potential Mood. r Sing. I may, can or muft be, thou mayst, canst or must Pros. S be,

he may, can, or must be. Tense.) Plur. We may, can, or must be, ye or you may, canw (must be, they may, can, or roust be. C Sing. I might, could, would, or should be, thou,&c. Jmperf. Tense. Perf. Tense. Pluper. Tense. (Plur. We might, could, would, or should be, you, &c. iSing I may, can, or must have been, thou mayst, &c. iPlur. VVemay,can,or must have been, >ou may, &c. iSing. I might, could, would or should have b(Scn, ic, \piur. We might, could, would, or should have been,4c. Infinitive Mood. Pres. Tense. To be. Perf. Tense. To have been. Participlfs Pres. Being. Perf. Been. Comp. Perf. Haying teen. This verb to be, though very irregular in its corjugatioq, is bv far the most important verb in our language, for it is more frequotly used than a.^} other, and, wi(ho>jt 'ts aid, D(i Tissue verb can be coiijt^aled. Yon ought,there'^tie, to n.nke yourself perfectly familiar with all its chiiitigeS)^?- fore you proceed any further.. J

PASSIVE VKUBS. 133 II. PASSIVE VERBS. Tlie cases of nouns are a fruitful theme for investigation mil (JiscussiOii. In tlie progress of these lectures, this sub- lact has frequently engaged our attention; and now, irijin- aoducing to your notice the passive verb; it may, per- haps, be found both interesting and profitable to present . oae more view of the nominative case. Every sentence, I you recollect, must have one finite verb, or more than one, and one nominative, either expressed or implied, for, witliout them, no sentence can exist. , The nominative is the actor or subject concerning which I the verb makes an affirmation. There are three kinds of mmmtiwes, active, passive, And neuter. The nominative to an active verb, is active, because it produces an action, and the nominative to ^passive verb, is passive, because it receives or endures the action expressed by the verb; for, A Passive Verb denotes action received or mdiired by the person or thing which is the nominative; as, " The boy is beaten by his fath- er." You perceive, that the nominative boy, in this example, is not represented as the actor, but as the object of the ac- tion expressed by the verb is beaten; that is, the bov re- ceives or endures the action performed by his tather; there- fore 6oj/is apassiTie nominative. And you observe, too th;it the verb is beaten denotes the action received or en- dured by the nominative; therefore is beaten is a passive verb. If (say, John kicked the horse, John is an active nomina- tive, because he performed or prcjiduLed the action; but if U<t. J 'hn :vas kicked by the horse, John is a pii^slve nom- ioiitive. because he received or endured the action. Tlie iMminative toa neuter verb, is n<er, because it does not produce an action nor receive one; as, John sits in the ch:.,r. J ^ in is here connected with the neater verb sits, hi 'i expresses simply the existence, being, or state of be- ,|||,ot Its nominative, therefore JoAn is a neuter nominative. LJwill now ill'istrale the active, passive, and neuter nom- BHtvBs by 3 few v^xamples. ' Of ,\rTivE Nominatives; as, "The boy beats the \; The lady sings; the bait rolls; The man walks " :.;i, ; j^- ///

m... %\

3/1 ETYMOLOGY AND SYNTAX. II Of Passive Nominatives; "S, " The Joy is beaten; The/aA, is loved; The hall is rolled; The ,/an was killed." III Of Neuter Nominatives; as, ' 1 he 6oj/ remains idlej'TheW)/ is beautiful; The 6a//lies on the ground; The nia lives in town." You may now proceed to the conjugation of passive verbs. Passive Verbs are called regular when their perfect participle ends in ed; as, was loved. All Passive Verbs are formed by adding the perfect participle of an active-transitive verb, to the neuter verb to be. If you reduce a perfect participle of an active transitive verb "after this neuter verb he, in any mood or tense, you will have aam-.e verb in the same mood and tense that the verb he would be in if the participle were not used; as^ I am slighted; I was slighted; He will be slighted It 1 be /ZS mn^can, or must \.e slightedA-c Hence you ,Seh4, that when you shall have learned the conjugation of the verb be, you will be able to conjugate any passive verb in the English language. , , , r i u The regular passive verb to be loved, which is formed by adding the perfect participle loved, to the neuter verb to be is conjugated in the following manner. To Be Loved. Indicative Mood. (S,Vt? nim loved, thou art loved, lie IS loved. \%uf: We are lov'ed, ye or you are loved, they are loved. (Sin^ I was loved, thou wast loved, he was loved. ?;"f We were lov'ed, you were loved, they were loved, iSine I have been loved, thou hast been loved, he l>as,&c. Tense f^J. We have been loved, you have been loved, he,,4.c. n r c s; 1 had been love.t, thou badst been loved, be, Lc. S - Vvl had been lov'ed, you had been loved, they,&c. Subjective Mood. P,,, iSing.Xnhe loved, if thou be l^t'\^'^^, , , hr W. T;^;e. - \piur. If we be loved, if ye or you be loved, il the , ^.^ '^^ThUmVo.tto/srx tenses:_See conj. of the verb to be. ^ Imperative Mood., t> = I SinL' Be thou loved, or do thou beloved. &. 1 R^t: Be j.or you loved, or do ye be loved. Pres. Tease. Imperf. TeufC. Perf.

PASSIVE VERBS. Potential Mood. 135 Pres. (Si'i^- I may, can, or must be loved, thou mayst, &c. Tense. \Plur. We may, can, or must be loved, you may, &c. Imperf. O'^o' ' >"isht, couki, would, or should be loved, &c. Tense. \Plur. We might, could, would, or should be loved, &c. Perf. {Sing. I may, can, or must have been loved, thou, &c. Tense. (Plur. We may, can, or must have been loved, you, &c. SSing. I niic;ht, could, would or should have been loved, thou inighlst, cotildst, wouldst, or shouldst, &c. Plur. Wc might, could, would, or should have been loved, you might, could, would, or should, <S:c. Infinitive Moon. 'res. Tense. To beloved. Perf. Tense. To have been loted". Participles. Present. Being loved. Perfect or Pass. Loved. Compound Perfect. Having been loved. Note. This conjugation of the passive verb to be loved, is called In-passive voice of the regular active-transitive verb to love. Now conjugate the following passive verbs; that is, speak them in the first pers. sing, and plur. of each tense, through all the moods, and speak the participles; " to be loved, to be rejected, to be slighted, to be conquered, to be seen, to be beaten, to be sought, to be taken." Note 1. When the perfect participle of an intransitive verb is joined to the neuter verb to be, the combination is not a passive verb, but a neuter verb in a passive form; as, " lie is gone; the bir<la itijlown; The boy IS grown; My friend l's arnVerf." The correctness of this mode of expression, however, is questionable. The following construction of these clamples, appears to be preferable; "Hc/msgone; The birde have flown;

The boy has grown; My Wend has arrived." 2. Active and neuter verbs may be conjugated by adding their present participle to the auxiliary verb to be, through all its variations; as, instead of, I teach, thou teachest, he teaches, &c. wo Bay say, I am teaching, thou art teaching, he is teaching. Sec. and instead of, I taught, &c.; I was teaching, &c. This mode of conjugation expresses the continuation of an action or state of being; and has, on some occasions, a peculiar propriety, and contributes to the harmony and precision of language. When the participle of an active verb, is joined with the neuter verb to be, the two are united, and, by some grammarians, denominated an active, rather transitive or intransitive, as the case may be; thus, "I am writing; a letter; He is walking;" and when the participle of a passive verb is thus employed, they term the combination a neuter; as, "I am sitting; He is standing." Others, in constructing such sentences, parse each word separately. Either mode is adopted, and the result will be the same. m

136 ETYMOLOGY AND SYNTAX. III. DEFECTIVE VERBS. Defective Verbs are those which are used only in some of the moods and tenses. The principal of them are these: Pres. Tense. Imperf. Tense. May, Can, Will, Shall, Must, Ought, might. could. would. should. must. ought. quoth. Per/, or Pass. Participles. is wanting. Note. Must and ought are not varied. Ought and quoth are never used with auxiliaries. Ought is always followed by a verb in the infinitive mood, which verb determines its tense. Ought is in the present tense when the infinitive following it is in the present; as, "He ought to do it;" and ought is in the imperfect tense when followed by the perfect of the infinitive; as, "He ought to have done it." Before you proceed to the analysis of the following examples, you may read over the last three lectures carefully and attentively; and as soon as you become acquainted with all that has been presented, you will understand nearly all the principles and regular constructions of our language. In parsing a verb, or any other part of speech, be careful to pursue the systematic order, and conjugate every verb until you become familiar with all the moods and tenses. 'He should have been punished because he committed that atrocious deed.' 'Should have been punished' is a verb, a word that signifies to do passive, it denotes action received or endured by the noun. it is formed by adding the perfect participle to the neuter verb to be regular, the perfect part, ends in (ed potential mood, it implies obligation, &c. pluperfect tense, it denotes a past act which was prior to the other past time predicted by "committed" third pers. sing. num. because the noun. "he" is, with which it agrees: Rule 4. The verb must agree, ^ c. Conjunction led h\ d\ c. mood, pres. tense, I am punished; imp. tense, I was punished; perf. tense, I have been punished; and so on. Conjugate! i* j1 ^, through all the moods and tenses, and speak the participle: * EXERCISES IN PARSING. ^ / ' ; * ^ Columbus discovered America. America was discovered by Columbus. The preceptor is writing a letter. 'is'

EXERCISES IN PARSING. 137 letter is written by the preceptor. The work can be done. The man should have been punished ere this, had he fulfilled his promise. If he is beaten by that man, he will be punished. Young man, if you wish to be respected, you must be more assiduous, lest you be ridiculed

and despised, he left the institution. He is reading Homer. They are talking. He may be respected, if he become more ingenuous. My worthy friend ought to be respected for his benevolent deeds. This ought ye to have done. ADDITIONAL EXERCISES IN PARSING. All the most important principles of the science, together with many of the rules, have now been presented and illustrated. But, before you proceed to analyze the following exercises, you may turn over a few pages, and you will find all the rules presented in a body I leave to examine them critically, and parse the examples under each rule and note. The examples, you will notice, are given to illustrate the respective rules and notes under which they are placed; hence, by paying particular attention to them, you will be enabled fully and clearly to comprehend the meaning and application of all the rules and notes. As soon as you become familiarly acquainted with all the definitions, so that you can apply them with facility, you may omit them in parsing; but you must always apply the rules of Syntax. When you parse without applying the definitions, you may proceed in the following manner, "Mercy is the true badge of nobility." Mercy is a noun common, of the neuter gender, third person, singular number, and in the nominative case to is;" Rule 3. The nominative case governs the verb. 'th' is an irregular, neuter verb, indicative mood, present tense, third person, singular number, agreeing with "it," according to Rule 1. 4. The verb must agree, <S-c. The is a definite article, belonging to "badge" in the nominative number: Rule 2. The definite article the, <c. True is an adjective in the positive degree, and belongs to "badge;" Rule 1. G. .Idj. belong, <c. fe | | *e is a noun common, neuter gender, third person, singular in the nominative case after "is," and put by ipse. Wu with "mercy," according to Rule 22. The word follows the same case after it as before it. ^ is. >, preposition, connecting "badge" and "nobility." Showing the relation between them. "M 2 it: ?1

'#. 138 ETIOUJGV AND SYNTAX, A nobility is a noun of multitude, masculine and feminine, gender, third person, singular, and in the objective case, and governed by "of:" Rule 31. Prepositions govern the objective case. EXERCISES IN PARSING. Learn to unlearn what you have learned amiss. What I forfeit for myself is a trifle; that my indiscretions should reach my posterity, wounds me to the heart. Lady Jane Gray fell a sacrifice to the wild ambition of the duke of Northumberland. King Mississippi charged his sons to consider the senate and people of Rome as proprietors of the kingdom of Numidia. Hazael smote the children of Israel in all their coasts; and from what is left on record of his actions, he plainly appears to have proved, what the prophet foresaw him to be, a man of violence, cruelty, and blood. Heaven hides from brutes what men, from men what spirits know. He that formed the car, can he not hear? He that hath ears to hear, let him hear. Note I Learn, in the first of the preceding examples, is a transitive verb, because the action passes over from the nominative you unlearned, to the rest of the sentence for its object: Rule 24. In the next example, that my indiscretions should reach my posterity, is part of a sentence put as the nominative to the verb wounds, according to the first example in sacrifice, in the third example, is nominative after these transitive-intransitive verb fell: Rule 22. he considered proprietors, in the next sentence, is in the objective case, and put by apposition with "ri and" <^/e; Rule 2. or gov.

by consider understood, accord- ""?>*'ln^he fifih example, u-hal following .,rerf, is a comp. rela-
ti.-; Thai, the anteo. pnrt is in the nom. case after to 6e under, stool and put by apposition with/<e,
accoidmg to Rule 21 and Note 41 ft, the' relative part, is inthe obj. case after o 6e ex- ;Tre"^d, and
put by apposition ith him, according to he sa^e H rVr Jtfan ls in the o' icctive case, put by apposition
with M S ^^ Thelottci part of the sentence may be literally rendered fhus' He p'ainl appears to have
proved io\le that base cft,.cto ,-li, the m-o bet foresaw him to be, viz. a mn of violence, cruel- Ltence ^
"-ov by hide,; and u)nch, the rel part, ,sgov. by ,b, Wstond The antec. part, of the second i,'hal, u gov,
Vji i^ :: ': ooi a^Uhe rel. plrt il gov. ^ ^^ <^^1^1^^ 4 The i^ St he in the seventh example i*, m the 0 |
*'tt-^,i^ om to can hear understood ; but Mr. N. R. Smith, a Ovt^J.J^ mTacute Erammarian, suggests
the propriety of rendetiii.jfe^^B tince thus^" He that formtd the ear,/.rm.d U to hear : ^f>fm {iLTi"
The first 7,e in the last example, is redundait: yH,^^ col'truccion is sometimes admissible, for the
e^i>'^mf --^" ""^ ^

I. 2. 3. 4. 6. 6. 7. iixtRCisES IN taksinC; 13U .')J)le than it woaltl bi to say, " Let him hear who hath cars
to hear;" and if we ado;it the ingenious method of Mr Smith, the sentence is grammatical, and maj
he rendered thus; " He that hath cars, hatli cars to hear; let him hear." You ili please to analyze
the following examples in full. 'J'he remarks subjoined, are designed meielv to cast a little light on
the most difficult words. EXERCISES IN PARSING. Idioms, anotnalies, and intricacies. " The wall is
threeeye< high." " His son is eight years old." " My knife is worth a shilling^ " She is worth him and
all his contiexions."" ' The hat cost ten dollars."" The load weighs a toji." " The spar measures ninety
yie^" Remarks. These expressions are generally considered idiomai- ical, a close examination of
them, however, will show, that they oii'lit to be ranked among the anomalies of our language. Some
iilioms can be aualyze<l; others can not: but, as the word anomalu sigmQes a variation or departure
from the rules and principles of a langunge, it is unnecessary to add, that an anomaly can not be
par-ed. The nouns feet, i/ears, and shilling, in the preceding exam- ples, are not in the nominative
case after is, according to Rule 21, because they are not in apposition with the respective nouns that
precede the verb. That the word worth requires an objective case after it, in such conftruccion.s, is
readily conceded, for this fact it proved by the use of/u'm in the 4th example; but to say, as some
authors do, that " shilling, him, and ccnneMons," are Governed by the adjective v.'orth, appears to Le
assigning))owers and prop- 'Tties to this part of speech whicli its nature and character do not iipport.
And furthermore, worth, in these examples, is evidently ii noun ; which may bo proved by varying
the construction thus, "The worth of my knile is a shilling." Others suppose, that worth is governed
by a preposition understood, and that shilling, him, fcc. ate in apposition with it; as, " My knife is in
worth a shilling." The sense is complete, however, without the preposition; and -herefore this mode
of analyzing it is erroneous. Others, again, attempt to parse those words by applying a rule which
they boi- iiiiw from the Latin: " N'ouns signifying extension, duration, weight. >r value, are put in
the objective without agoveruing word." But, iis rule is absurd : for the governing word, and it only,

detPrmiQc? the case of a noun or pronoun. This rMle is again modiiied with a kw 'o render it less exceptionable, by some who express it thus, 'Souns signifiug extension, duration, weight or value, arc used V?tj | })i>ut a govprninj word." This is undoubtedly correct; and lli}"fi)fy idea it conveys, shows that it is useless, and paramount ono rale at all: those, also, who pretend to parse agreeably to i(. ! B"t analyxe at all. Thus I have taken a slight dance at thr 'iij'ereet views of grammarians in relation to this subject; and sine hi 4 L.

m '^m 140 ETYMOLOGY AND SYNTAX. Methuught I was incarcerated beneath the I am not disposed to agree witli any of them, perhaps it may be demanded in what manner I would parst these examples nijself. An answer is at hand. I would not parse them at all; nor any other anomalies. An anomaly transcends all rule; therefore it can not be analyzed. The verbs cost, weighs, and measures, in the 5 G, and Tex-.imples, may be construed as transitive. See remarks on resemble, have, &c. page 42. EXAMPLES. 8. " And God said, ' Let there be light, and there was light." " Let us make man." " Let us bovr before the Lord." " Let high-born seraphs tune the lyre." 9. " Methinks I see the portals of eternity wide open to receive him." mighty deep." 10. " Their laws and their manners, generally speaking, were extremely rude." " Considering their means, they have effected much." 11. "Ah me! norhope nor life remains." " Mc miserable! which way shall I lly ?" 12. O happiness!om- being's end and aim!" 'Good, pleasure, ease, content! whate'er thy name.'* PiEM.iRKS. In relation to the examples under number 8, in which the verb lei appears to have no nominative, the learned iVoah' Webster has the following remark; " There is a peculiar felicity in being thus able to use a verb in its true sense, and with its prop, er object without specifying a nominative; for the verb is thus left applicable to tlie first, second, or third person. If we examine tliese sentences, we shall be convinced of the propriety of the idi- om; forthe ideas require no application to any person whatever." The phrases mettmtoj and methought, are idioms which can not be analyzed ; for the objective pronoun me, in ihe first person, sup- iiiiies the place of a nominative, and takes, a verb after it in the titVrf person: Htm was anciently used in the same manner; as, " him thute, him thought." The expressions,, " generally speak- ing " and " considering," under number 10, are also idiomatical, the'narticiples having reference to no particular subject. Accord- ing to the genius of the English language, transitive verbs and virepositlons require the objective case of a noun or pronoun after them; and this requisition is all that is meant by government, when' we sav, that these parts of speech govern the objective case. The same thing holds true in regard to the interjection. " Inter- icctions require the objective case of a pronoun of the first person afU'T them; l)ut the nontumiiBe of a noun or pronoun of the second or third person; as, " Ah me! Oh thnu, O my country."^ To say, then, that interjections require certain cases after them, is synomn' , mons with saying, thatthev govern those cases; and this oifice-'J*^^; the interjection is in perfect accordance with that which it p<^*^V: forms in the Latin, and many other languages. In the exalniptll^ under number 11, the first me, is in the objective after " ah," ad'v the second mc, after aft understood; thiis, "Ah miserable me?v.j; ,;^^ieijikUtiii^ m jm

EXERCISES IN PARSING. 141 Bi'oorJing t.i XoTE 2, nndor Rule 5. Happiness, under number 12, ia notn. independent; Rule 5. or in the nom. after O, according to this note. The principle contained in the note, iiroves that every noun of the second person, 15 in the noyninalivc case. " Good.))leasure, ea=;e, content, that," the antecedent part of" wlialcver," and which the relative part, are nom. after be understood : Rule 21, .ind name is nom. to mat/ be understood. EXAMPLES. 13. "Notwithslaniilinghis/iorer<?/, he is content." 14. " All were well but the stranger?" " 1 saw none Wt the stranger^ " All had leturned but /le." " None but the lrave deserve the fair." " The thing they can't hut purpose, lhey postpone." " This life, at best, is iu2 a dream. It af- fords but a scanty measure of rational enjoyment.". 15. " Open your hand KjiVe." "The apples boil o/t." * The purest clay is that which burns k'/ij^c." " Drink ktp or taste not the Pierian spring." 16. " fF/m{</io'the swelling surge thou see?" &c. " rr/ia<)/tle foot, ordain'd the dust to tread." &c. Remarks. Poverty, under number 13, is governed by tlic prepo- ^iionnotwithstanding; Rule 31. But is never a preposition. To construe it as such, would lead to errour. The first noun stran- ger, he, and brave, under number 1-1, are all in the nominative case to their respective verbs understood ; and the second noun stranger is in the obj. and governed by saw understood, according lo Rule 33. JBut was anciently written in two words, ie out; and it still retains its original meaning. The foregoing examples may be rendered thus, "All were well be out, or leave out the stranger; -i. c. but the stranger iras not well; I saw none, but I saw the tranger; All had returned, but he had not returned ; None deserve ihe fair, but the brave deserve tlie fair." It would be improper to 'ay, " All had returned but /a'/n." But, in these constructions, is iidi-junctive conjunction ; and as usual,joins on a member of the sentence which expresses opposition of meaning, and forms an ex- ception to the general proposition contained in the first member of tlie sentence. But, in the next example, is equivalent in sense to a verb: thus, " Tlie thing they can not aioii/purposing," &c.; (hat is, " They postpone "the act which, (in a moral point of view,) they must purpose, or design to do." Bvt, in the last two examples, iian adverb. The^djectives wide, soft, ivhite, and deep, in the ex- umnles under nuuiber 15, not only cxoress the quality of nouns, biit'also qualify verbs: Note 4,under Rule 18. TF/iof, in the phra- ses " what tho" and " what if," is an interrogative, and in the "hjccctive case, ainl governed by the verb matters understood, or Mine otlier verb: thus, "What matters it what does it signify, tbuuih thou see the swelling surge?" " What should we think, if the foot, which is ordained to tread the dust, asnired to be the head." in the following examples you will find some construc- tions more difficult than any you have yet j)arsed. \on WMRt therefore, exercise a little judgment, and endeavour

m m as. '

#; /' 142 feTYlttOLOGY AXD SYNTAX, to comprehend the sense, and (hen, by supplying what is understood, you will meet with little ditficulty. The fol- lowing are instances in which the same word is used as several parts of speech. EXERCISES IN PARSING. I like what you dislike. Every creature

loves its like. Anger, envy, and like passions, are sinful. Charity, like the sun, brightens every object around it; Thought flies swifter than light. He thought as a sage, though he felt as a man. Hail often proves destructive to vegetation. I was happy to hail him as my friend. Hail! beauteous stranger of the wood. The more I examine The work, the better I like it. Johnson is a better writer than Sterne. Calm was the day, and the scene delightful. We may expect a calm after a storm. To prevent passion is easier than to calm it. Damp air is unwholesome. Guilt often casts a damp over our sprightliest hours. Soft bodies damp the sound much more than hard ones. Much money has been expended. Of him to whom much is given, much will be required. It is much better to give than to receive. Still water runs deep lie laboured to still the tumult. Those two young prodigates remain still in the wrong. They wrong themselves as well as their friends. I will now present to you a few examples in poetry. Parsing in poetry, it brings into requisition a higher degree of mental exertion than parsing in prose, will be found a more delightful and profitable exercise. In this kind of analysis, in order to come at the meaning of the author, you will find it necessary to transpose his language, and supply what is understood; and then you will have the literal meaning in prose. EXERCISES IN PAUSING. Apostrophe to Hope. C, 4Mpb, i, j. Eternal Hope! when yonder spheres sublime Pealed their first notes to sound the march of time Thy joyous youth began: but not to fade. When all the sister planets have decay'd ; tell me

J-OETKY TRANSPOSED. PARSING. 143

When rapt in flames the realms of either glow, And Heaven's last thunder shakes the world below; Thou, undismay'd, shalt o'er the ruins smile, And light thy torch at Nature's funeral pile! Transposed. Eternal Hope! thy joyous youth began when yonder sublime spheres pealed their first notes to sound the march of time: but it began, not to fade. Thou, undismayed, shalt smile over the ruins, when all the sister planets shall have decayed, - and thou shalt light thy torch at Nature's funeral pile, when wrapt in flames, the realms of either glow, and Heaven's last thunder shakes the world below. Address to adversity. Gray. Daughter of heaven, relentless power, Thou tamer of the human breast. Whose iron scourge, and torturing hour, The bad affright, afflict the best! The generous spark extinct revive; Teach me to love and to forgive; Exact my own defects to scan: What others are to feel; and know myself a man. Transposed. Daughter of heaven, relentless power, thou tamer of the human breast, whose iron scourge and torturing hour affright the bad, and afflict the best! Revive thou in me the generous, extinct spark; and teach thou me to love others, and to forgive them; and teach thou me to scan my own defects exactly, or critically : and teach thou me to feel that which others are to feel; and make thou me to know myself to be a man. Address to the Almighty. Pope. What conscience dictates to be done, Or warns thee not to do. This teach me more than hell to shun, That more than heav'n pursue. Bdf"i . Transposed. ^ God teach thou me to pursue that (the thing) which judgment dictates to be done, more ardently than I pursue it when; and teach thou me to shun

this (</(<; thing) which n^cience warns me not to do, more cautiously than I would lan hell. 1 j I ill ^i
1. .M

144 ETYMOLOGY AND SYNTAX. Trials of Virtue. Merrick^ For see, ah! see! while jet her ways With
doubtful step I tread, A hostile world its terrors raise, Its snares delusive spread. O how shall I,
with heart prepared. Those terrors learn to meet? How, from the thousand snares, to guard My
unexperienced feet? Transposed. For see thou, ah! see thou a hostile world to raise its terrors
and see thou a hostile world to spread its delusive snare's, while I yet tread her {virtue"s} ways with
doubtful steps. . O how shall I learn to meet those terrors with a pre- pared heart? (How shall I learn
to guard my unexperienced feet from the thousand snares of the world? The morning in Summer.
Thompson. Short is the doubtful empire of the night; And soon, observant of approaching day. The
meek-eyed morn appears, mother of dews, At first, faint gleaming; in the dappled east. Till far o'er
ether spreads the widening glow, And from before the lustre of her face White break the clouds
away. Transposed. The doubtful empire of the night is short; and the meek-eyed morn, {which is
the} mother of dews, observant of approaching day, soon appears, gleaming faintly, at first, in the
dappled east, till the widening glow spreads inrover ether, and the white clouds break away from
before the lustre of her face. Nature bountiful Akenside. . ____ Nature's care, to all her children just,
With richest treasures, and an ample state, Endows at large whatever happy man Will deign to
use them. Transposed. Nature's care, which is just to all her children, largely endows, with richest
treasures and an ample state, that happy man who will deign to use them. ^.

POETRY TRANSPOSED.----PARSING. 145 "J Note- Tl'/tat, in the second example, is a comp. rel. The
antece- dent part is gov. by <o/ceZ understood ; and the relative part by hfeel expressed. To shun
and to pursue, in the third example, are the infinitive mood, gov. by than, according to a Note
under il'ile Z^ . Faint and/roi)i, in the fifth example, are adverbs. An ad- vi'rb, in poetry, is often written
in the form of an adjective. What- n-te, in the last sentence, is a compound pron. and is equivalent
to (Aa(and who. That is an adj. pron. belonging to " man;" who is nom. to " will ileign;" and ever is
excluded from the sentence in tense. See page 94. Parse these examples as they are transpo- sed, (1,
and you will find the analysis very easy. ADDITIONAL EXERCISES in TRANSPOSING. Gold, not genuine -
wealth. Where, thy true treasure? Gold says, " not in me," Aii^l, "not in me," the Diamond. Gold is
poor. Transposed. Where is thy true treasure? Gold says, " it is not in me;" and the Diamond says, it is
not "in me." Gold is poor. S'ource of friendship. Dr. Young. Lorenzo, pride repress; nor hope to find A
friend, but what has found a friend in thee. Transposed. Lorenzo, repress thou pride; nor hope thou
to find a friend, only in him who has already found a friend in thee. True greatness. Pope. Who noble
ends by noble means obtains, Or, failing, smiles in exile or in chains. Like good Aurelius let him reign,
or bleed Like Socrates, that man is great indeed. Transposed. That man is great indeed, let him to
reign like ^'00(1 Aurelius. or let him to bleed like unto Socrates, obtain noble ends by noble means;

or that man is great in- deed, who, failing to obtain noble ends by noble means^, smiles in exile or in chains. Satan"! address to his compeers Milton. _____ Him by fraud I have seduced From his Creator, and the more t' increase Your wonder, with an appte! He thereat Offended, worth your laughter, hath given up Both his beloved man, and all his world, To sin and death a prey. Transposed. I have seduced him (Adam) from his Creator by fratid, nd, the more to increase your wouder, 1 have seduced him N B^S unto who ? ' i^M t MI M

'>r: 140 ETYMOLOGY AND SY'^TAX, from his Creator will) an apple'. He, {the Creator.) offeoct- ed thereat, hath given up both his beloved man, and all his world, to be .i prey to sin and death; a circumstance that is worth your laughter. The voyage of life. How few, favour'd by ev'ry element, With swelling sails make good the promisVI port, With all their wishes freighted! Yet ev'n intse. Freight with all their wishes, soon complani. Free from misfortune, not from nature free, They still are men; and when is man secure? As fatal time, as storm. The rush of years Beats down their strength; their numberless escapes In ruin end: and, now, their proud success But plants new terours on the victor's brow. What pain, to quit the world just made their own! Their nests so deeply downM, and built so high! Too low they build, who build beneath the stars. Transposed. flow few persons, favoured by every element, safely make the promised port with swelling sails, and with all their wishes freighted! Yet even these few persons hji do safely make the promised port with all their wishes freighted, soon complain. Though they are free from misfortune, yet they are not tree from the course of nature, for they still are men; and when is man secure? Time is as fatal to him, as a storm is to the mariner. The rush of years beats down their strength; {ihat is. the strength of thisefexe:) and their numberless escapes end in ruin: and then their proud success only plants new terrours on ihe victors brow. What) ain it is to thrm ts quit tl e world, just as they have made it to be their own world; when their nests are built so hieh, and when they are downed so deep- ly ._rhey who build beneath the stars, build too low for their own safety. Reflections on a skull. Lord ByROK. Remove yon skull fion. out the scatrrred heaps. Is that a temple, where a God may (Uvell.^ r .-. Why, ev'n the worm at biet disdains her shatteTej.l;;; Look on its broken arch, its ruined wall. Its chambers desolate, and portals foul: Yes, this was onre ambition's airy hall. The dome of thought, the pa.lace of the i:avrii>^^.

OF DERIVATION. u: Behold, through each lack lustre, eyeless hole, The gay recess of wisdom and of wit, And passion's host, that never brooked control.. Can all, saint, sage, or soidiisl ever writ, People this lonely tower, this tenement relit? Transposeil. Remove thou yonder skull out from the scattered heaps. Is that a temple, where a God may dwell? Why, even the worm at last disdains her shattered cell! Look thou on its broken arch, and look thou on its ruined wall, and on its desolate chambers, and on its foul portals: yes, this skull was once ambition's airy hall, (it -ji-as) the dome of thought, the palace of the soul. Behold thou, through each lack- lustre, eyeless hole, the gay recess of wisdom

and of wit, and passion's host, which never brooked control. Can all the works, that saints, or sages, or sophists have ever written, repopulate this lonely tower, or can they refit this tenement? For your future exercises in parsing, you may select pieces from the English Reader, or any other grammatical work. I have already hinted, that parsing in poetry, as it brings more immediately into requisition the reasoning faculties, than parsing in prose, will necessarily tend more rapidly to facilitate your progress: therefore it is advisable that your future exercises in this way, be chiefly confined to the analysis of poetry. Previous to your attempting to parse a piece of poetry, you ought always to transpose it, in a manner similar to the examples just presented; and then it can be as easily analyzed as prose. Before you proceed to correct the following exercises in false syntax, you may turn back and read over the whole thirteen lectures, unless you have the subject-matter already stored in your mind. LECTURE XIV. OF DERIVATION. At the commencement of Lecture II. I made a few remarks on the derivation, and promised to take up the subject in a future lecture. Having treated of the different parts of words, and their various modifications, which is the first of Etymology, and, also, having brought me to the end of the first part;

Now, 148 ETYMOLOGY AND SYNTAX. I will now give some of the rules of Syntax, it is now proper to explain to you the methods by which one word is derived from another, which may be considered the second part of Etymology. Before you proceed, however, please to read again what is said on this subject on page 26. 1. Nouns are derived from verbs. 2. Verbs are derived from nouns, adjectives, and sometimes from adverbs. 3. Adjectives are derived from nouns. 4. Nouns are derived from adjectives. 5. Adverbs are derived from adjectives. 1. Nouns are derived from verbs; as, from "to love,"? (from "lover;" from "to visit, visiter;" from "to survive, survivor," &c. . . In the following instances, and in many others, it is difficult to determine whether the verb was deduced from the noun, or the noun from the verb, viz. "Love, to love; hate, to hate; fear, to fear; sleep, to sleep; walk, to walk; ride, to ride; act, to act," &c. 2. Verbs are derived from nouns, adjectives, and sometimes from adverbs; as from the noun salt, comes "to salt;" from the adjective warm, "to warm;" and from the adverb forward, "to forward." Sometimes they are formed by lengthening the vowel, or softening the consonant; as, from "grass, to graze;" sometimes by adding en; as, from "length, to lengthen;" especially to adjectives; as, from "short, to shorten; bright, to brighten." 3. Adjectives are derived from nouns in the following manner, adjectives denoting plenty are derived from nouns by adding y, as, from "Health, healthy; wealth, wealthy; might, mighty," &c. 4. Adjectives denoting the matter out of which any thing is made, are derived from nouns by adding e; as, from "Oak, oaken, wood, wooden; wool, woollen," &c. Adjectives denoting abundance are derived from nouns by adding ing/ ui; as, from "Joy, joyful; sin, sinful; fruit, fruitful," &c. 5. Adjectives denoting plenty, but with some kind of diminution, are derived from nouns by adding some; as, from "Light, lightsome; trouble, troublesome; toil, toilsome." 6. Adjectives denoting want are derived from nouns by adding less; as, from "Worth, worthless;" from "care, careless; joy, joyless," &c.

of DERIVATION. 149 Adjectives denoting likeness are derived from nouns by adding *-ly*; as, from Man, manly; earth, earthly; court, courtly," &c. Some adjectives are derived from other adjectives, or from nouns by adding *-ish* to them; which termination when added to adjectives, imports diminution, or lessening the quality; as, "White, whitish;" i.e. somewhat white. When added to nouns, it signifies similitude or tendency to a character; as, "Child, childish; thief, thievish." Some adjectives are formed from nouns or verbs by adding the termination *-able*; and those adjectives signify capacity; as, "Answer, answerable; to change, changeable." 4. Nouns are derived from adjectives, sometimes by adding the termination *-ness*; as, "White, whiteness; swift, swiftness;" sometimes by adding *-ly* (or *-t*, and making *ii* *sm*; *dl* change in some of the letters; as, "Long, length: high, height." 5. Adverbs of quality are derived from adjectives, by adding *-ly*, or changing *-le* into *-ly*; and denote the same quality as the adjectives from which they are derived; as, from "base," comes "basely;" from "slow, slowly;" from "able, ably." There are so many other ways of deriving words from one another, that it would be extremely difficult, and nearly impossible, to enumerate them. The primitive words of any language are very few: the derivatives form much the greater number. A few more instances only can be given here. Some nouns are derived from other nouns, by adding the terminations *-hood* or *-head*, *-ship*, *-ery*, *-jick*, *-rick*, *-dam*, *-ian*, *-ment*, and *-age*. Nouns ending in *-hood* or *-head*, are such as signify character or qualities; as, "Manhood, knighthood, falsehood," &c. Nouns ending in *-ship*, are those that signify office, employment, state, or condition; as, "Lordship, stewardship, partnership," &c. Some nouns in *-ship* are derived from adjectives; as, "Hard, hardness," &c. Nouns which end in *-ery*, signify action or habit; as, "Slavery, foolery, prudery," &c. Some nouns of this sort come from adjectives; as, "Brave, bravery" &c. Nouns ending in *-jick*, *-rick*, and *-dom*, denote dominion, jurisdiction, or condition; as, "Bailiwick, bishoprick, Kingdom, dukedom, freedom," &c. N t .Ma

150 RULES OF SYNTAX, Nouns which end in *-ian*, are those that signify profession as 'Physician, musician," &c. Those that end in *-ment* and *-al* come generally from the French and commonly signify the act or habit; as, -Commandment," 'usage.' "Some nouns ending in *-ard*, are derived from verbs, or adjectives and denote character or habit; as, Drunk, drunkard: dote, dotard." , ,> Some nouns have the form of diminutives; but these are not many. They are formed by adding the terminations *-let*, *-ling*, *-ock*, *-cl*, and the *-hke*; as, 'Lamb. Unborn; goose; goshawk; duck', duckling; hill, hillock; cock, cock-[^] That part of derivation which consists in tracing English words to the Saxon, Greek, Latin, French, and other languages, must be omitted, as the English scholar is supposed not to be unacquainted with these languages. The English dictionary, will, however, furnish some information on this head, to those who are desirous of obtaining it. The learned John Tooke, in his - Diversions of Pur- ev "has given an ingenious account of the derivation and meaning of many of the adverbs, conjunctions, and per- positions. KECAPITULATION OF THE RULES OF SYNTAX, ^i With additional exercises in False Syntax; ^ The third part of grammar is Syntax, which treats of the agreement

and government of words, and of their proper arrangement in a sentence. Syntax consists of two parts, *fe[<] | < Government*. . . '^^B.-^ Co.NcouD is the agreement wHCft.i.ttm:;^ has with another, in gender, persoi, H'<ftiir case.

aULES OF SYNTAX. 151 Government is that influence wiicli one |)ait of speech has over another, in causing it to be in some particular mood or tense, person, number, or case. For the definition of a sentence, and the transposition of its words and members, see pages 100, 105, 108, and 142. The principal parts of a simple sentence, are the nominative or subject; that is, the thing spoken of; the verb or attribute, or word that makes the affirmation, and the object, or thing affected by the action of the verb; as, "A wise man governs his passions." In this sentence, man is the subject; governs, the attribute; and passions the object. A PHRASE is two or more words rightly put together, making sometimes part of a sentence, and sometimes a whole sentence. Ellipsis is the omission of some word or words, in order to avoid disagreeable and unnecessary repetitions, and to express our ideas concisely, and with strength and elegance. In this recapitulation of the rules. Syntax is presented in a condensed form, many of the essential points being omitted. This is necessary consequence of my general plan, in which Etymology and Syntax, you know, are blended. Hence, to acquire a knowledge of syntax, from this work, you must look over the whole. You may now proceed and parse the following additional exercises in false syntax; and as you analyze, endeavour to correct all the errors without looking at the Key. If, in correcting these examples, you should be at a loss in assigning the reasons why the constructions are erroneous, you refer to the manner adopted in the foregoing pages. RULE I. The article a or an agrees with nouns in the singular number only. individually or collectively.

152 RULES OF SYNTAX. lively; as, "A star, an eagle, a score, a thousand." RULE 11. The definite article the belongs to nouns in the singular or plural number; as, - "The star, the stars; the hat, the hats." Note, I. A negative is sometimes effected by the use of the words "not" or "no"; as, "I do not reverence him," "He has no little reverence," "He is not a man to be despised." By the former I rather praise a person; by the latter, I disavow him. When "There were few men with him," I speak negatively and mean to represent them as inconsiderable; whereas when I say "There were a few men with him," I evidently intend to make them considerable. The indefinite article sometimes has the meaning of *each* or *every*; as, "They cost five shillings a dozen;" that is, "every dozen." "A man he was to all the country dear," "And passing rich with forty pounds a year: that is, *every* year." The nominative case governs the verb; as, / learn, you learnest, he learns, they learn. RULE IV. The verb must agree with its nominative in number and person; as, "The bird sings, the birds sing, thou singest." Note 1. Every verb, when it is not in the infinitive mood, must be inflected, expressed or implied; as, "Awake, arise;" that is, "He awakes; he arises;" or "He is awakened; he is arisen;" between two nouns, either of which may be the subject; His meat was locusts and wild

hones.' Examples of false Sijnlax. Frponent rommission ot sin har en mei. in it Great pains has been taken to recotKik the jjartie*. So much both of ability and ment.afC se | 4_0Bi fo-in^ . The sincere, i* alwa\ s esteemed. ' "t'i_ ^y". Not one of them n:e ii.'ipv- , \j * - What avails tbtetje^t senliroents. if people do not suitably to tliem' '

RILES OF SYNTAX. 153 Disappointments sinks the heart of man; but the renew- al if hope give consolation. The variety of the productions of genius, like that of the Operations of nature, are without limit. A variety of blessings have been conferred upon us. Thou can not heal him, it is tinue; hut thou may do some- thing to relieve him. In piety and virtue consist the happiness of man. O thou my voif-e inspire, Who touch'd Isaiah's hallow'd lips with fire. Note 1. Will martial flames forever iire thy mind, Anrl never, never be to Heaven resign'd? He was a man wl)ose inclinations led him to be corrupt, and had great abilities to manage the business. Note 2. The crown of virtue is peace and honor. His chief occupation and Enjoyment were controversy. RULE V. When an address is made, the noun or pro- noun addressed, is put in th.e nominative case independent; as, "Plato, thou reasonest well; Do, Trim, said my uncle Toby." Note 1. A noun is independent, when it has no verl) to aree with il. 2. Interjections rerjnire the objective case of a pronoun of the first person after them, but the iioiiiinative of a noun or pronoun of the second or third person; as, " Ah ! me; Oh! thou; O! virtue!" RULE VI. A noun or pronoun placed before a participle, and being independent of \\p rest of the sentence, is in the nominative case absolute; as, "S'lame being lost, all virtue is lost; The stm being risen, we travelled on." No.-5. Every nominative case, except the cii-o absolute and in- (lpner.^'^nt, should brhins; to some verb, pxnressed or understood; l'. ' 1 .. ,v !..o;n thus, Adani;" that is, ' spohe." RULE vir. ., '-^, *? *: ** ^'^^ nouns, or nouns and pronouns, 4 | ?tiN% the saive thinjr, are put, by apposi- ilj^ in, ibe same case; as, '^ Paul the apostle-, l^mra the Irinv; Solomon, the son of David, kinb: rtMsrael, wrote many proverbs."

% I51 RULES or SYNTAX. False Syntax. We ought to love God, he "who created and sustains all ^""rife'pronoun he, in tins seutoncc is "^-P^f'f ";^, !^j";. |f, " , ; ; ; , - imtivecase. It is the object of tht- action ol the ti insitne virb be in the objt.ctiv-e case, hhn, according to Rule 7. (lIt^CcVt ttic rule, and correct the rollowing.) . 1 saw Juliet and her brother, they that you v.sited. They slew Varus, he that was mentioned before. It was John, him who preached repentance Adams and Jefierson, them who died on the f""rth of July, were both signers and the firm supporters oi the De- claration ol Independence. i , i t Acnstus, the Roman Emperor, him who succeeded Ju- lius tsesar, is variously described by historians. RULE VIII. Two or more nouns, or nouns and pronouns, in the singular number, connected by copula- tive conjiuictions, must have verbs, nouns, and pronouns, agreeing with them in the plural; as, "Socrates and Plato iver wise; they were emi- "Sf^rfi:f;...elat.totwoornoreno.in.^'^^ 'A-i, twig, and tver'j drop of water, teems with lite. False Syntax. Coffee and sugar grows in the West Indies: ,t is exported ID large quantities. , , , ,r<^

Two^inkiar nouns coupled together, form a P^;^" "J^.-^a,;" yerh^,-o,rA. improper, because it e^p. es.es ^^e act nol both it_ noa:inativ.s "coffee and sug.r," which - " ^ ;^ b lu "ld be iieoted by the copulative eonj. and; '>f,^fXeJ'u^ar accord- plural,gow; and then it would agree with coffee and .u ar n^ to Rule 8. (Repeat the rule.) The pron. , ^ ' ' ' ' "" b'th .he nouns, " colTee and su,ar," ""S'; .^J - ^.^ ^ "I, IcS*; asreeably to Rule R The centence should rc"" 'hi. , v-W P^ sugar? , in the We=t Indies: Ihcy arc export, d u. larg* ft*~ titles." ' ;,^J Ti.'iie and tide waits tor no man. ^ Ji Patience and dilig<<nce. like faith, rc moye= moi^ n^^^B^ Life and health is both uncertain. .v^j^Jx^k^ir' AV.sdom, virtue, hapi.iness, dwells with 4h*-f*5!e'^^,' tliocrity.

RULES OF SYNTAX. 155 The planetary system, bouiuUcscs space, and the immense cenn, ifiects the mind with sensations of astonislitnent. Wiat signifies the counsel and care of preceptors, when you think you have no need of assistance? Their love, and their hatred, and their envy, is now per- ished. Why is whiteness and coldness in snow. Obey the commandment of thy father, and the law of thy mother: bind it continually upon thy heart. Pride and vanity always render its possessor despica- ble in the eyes of the judicious. Examples for the Note. '\ Every man, wo nan, and child were numbered. Not i>ropir, for, allhougli anrf couple? tlniiri tumthpr so as to pre- sent llio whole atonR view, yet every hus a contrary eflVct: it ilis- trib:il'-i til 'in, anil briiic;~ each ii.iiler oonsideratitin oparntely and sinzly. Were nninbercd is till ref;ire improper. It sh'iil(l be, "iras nuin'KTod." ia the singular, acco'liiig to the iNote. (Repeat it.) Wh^ n benie^ nity and ;eitle:ieess reign in our breasts, ev- ery person and every occurrence are beheld in the most favourable light. ' , j/ _ ^ j,-j- .-a-i. RULE IX. U /^^#^^-^ Two or move nouns, or nouns qnd pronouns, in the singular number, connecteti by disjunc- tive conjunctions, must have verbs, nouns, and pronouns, agreeing with them in the singular; " as, " Neither John nor James has learned his lesson." Nort; 1. When singulnr pronouns, or a nonn and pronoun, o(iliH'ereut persons are (lisjniirtively connected, the verb must a(>ree, in person, with that which is placed nearest to i' ; ns, "Thou or I cUm in fault; I or thou art to blame; 1 or thou, or he, is the author ! of it." But it would be better to say, " Either I am to blame or ithiiu art," &o. When a disjunctive occurs between a sing-ular nonn or pro- (lu'i, n 1 a plural one, the verb must agree with the plural iionri ffulil iironiiuu, which should eeueruDy be rdaoed next__to the verb; *"N'uther poverty jyor ric/ifs were injurious to him; I or they ^:f^ero offended by it." False Syntax. ^ifenncrncfe or negligence have caused this mistalic. ,^lie verb,./lai'e caused, in this seiiteiioe, is iruoroiierly used in ^lteplural, because it expresses the action, not of both^ but of cith- ffl ihe one or the other, of its nominatives: therefore it should be - i" 'he sintular, has caused ; and then it would agree with ^^ igno- ' 3nce or negligence," agreeably to Rule 9. (R.";*^! *lie rale.) fl

156 RULES OF SYNTAX. A circle or a square are the same in idea. Neither whiteness nor redness are the i)or|>tiyry. Npithcr of them are iemarkablo for precision. Man is not such a machine as a clocii or a watch, which move merely as they are moved. When sickness infirmity, or reverse ot fortune,

afiecuSj the sincerity of friendship is proved. Man's happiness or misery are, in a great measure, put onto his own hands. . Despise no infirmity of mind or body, nor any condition of life, for they may be thy own Int. RULE X. A collective noun, or noun of multitude, conveying unity of idea, must have a v.rb or pro- noun agreeing with it in the singular; as, "The meeting was large, and it held three hours." False Syntax. The nation are powerful. The fleet were seen sailing up the channel. The church have no power to inflict corporal punishment. The flock, and not fleece, are, or ought to be, the objects of the shepherd's care. That nation was once powerful: but now they are feeble. RULE XI. A noun of multitude conveying plurality must have a verb or pronoun agreeing with it in the plural; as, "The council were divided in their sentiments." False Syntax. My people doth not consider, ., , r 3 The multitude eagerly pursues pleasure as its chief food. The committee was divided in its sentiments, and it has referred the business to the general meeting. The people rejoice in that which should grieve sorrow. _ ^ ^ RULE XII. A noun or pronoun in the possessive case; a. "I am governed by the noun of happiness; its value is great" 'A. .V!^ K.),-e. I. possessive sign A'heri 'he possessive is referred by a circuit "il lit: ijvjj 'v- 'v-> ----- ., - - ,1 ^ . it is generally be applied" in the tie

RULES OF SYNTAX. 157

;h, " The duke of Bridgewater's canal; The bishop of Landaff's excellent book; The captain of the general's house." This usage, however, ought to be avoided. The words do not literally convey the idea intended. What nonsense, to say, " This is the governor of Ohio!" horse!" 2. When nouns in the possessive case are in apposition, and follow each other in quick succession, the possessive sign is generally annexed to the last only ; as, " For David, my servants sake; John the Baptist's head; The canal was built in consequence of De Witt Clinton's governor's advice." But when a pause is proper, and the governing noun not expressed, the sign should be applied to the first possessive only, and understood to the rest; as, " I reside at Lord Sturton's, my old patron and benefactor." 3. The possessive case of it, is often improperly used for His, or it is; as, "Its my book ; Its his," &c. instead of, " It is my book; or, 'Tis my book; It is his; or 'Tis his. 4. Participles frequently govern nouns and pronouns in the possessive case; as, ** In case of his majesty's dying without issue, &c. Upon God's having ended his works, &c. I remember it being reckoned a great exploit; At his coming in, he said," &c. But in such instances the participle with its adjuncts may be considered a substantive phrase, according to Note 2, Rule 28. 5. Phrases like these, " A work of Washington Irving's, A brother of Joseph's; A friend of mine, A neighbour of yours," do not, as some have supposed, each contain a double possessive, or two possessive cases, but they may be thus construed ; " A work of {out of, or, among the number of} Washington Irving's works; that is. One of the works of Washington Irving; One of the brothers of Joe; /! ; One friend of (my) friends; One neighbour of your neighbours" False Syntax. Homer's works are usually admired. Nevertheless, Asa

his heart was not perfect with the Lord. James Hart his book, bought Aug. the 19, 1827. Kote 1. It was the men's, women's, and children's lot, to suffer great calamities. This is Peter's, John's, and Andrew's occupation. JVote 2. This is Campbell's the poet's production. and The silk was purchased at Brown's, the mercer's >naberdasher's. '. Note 4. Much will depend on the pupil composing fre- fjuently. Much depends on this rule being observed. The measure failed jn consequence of the president ne- ing to lay it before the cou!:< il. O

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4 l.

158 UULES OF SYNTAX- RULE XIII. Personal pronouns must agree with the nouns for which they stand mgender and number;i\s, John writes, and he will soon write well." Note. You, thoughli frequently employed to represent .1 singular noun, is a\wiys plural in form; therefore the verb connected with itsliould be plural; as, "My friend, you were mistaken." Sec page 80. False Syntax. Every man will be rewarded according to their works. Incorrect, because tl.c pronoun their does not aprec in gender ot iiumber with the noun "man," for which it stands: consequently llule lJis violated. Their should be his; and then the pronoun v.'ould be of the mas. sender, sing, number, agreeing with man, according to Rule Vi. (Repeat the rule.) An orator's tongue should be agrecfihle to the ear of their audience. t u Rebecca took goodly raiment, and put them on Jacob. Take handfuls of ashes, and let Moses spriidde it to- wards heaven, in the sight of Pharaoh, and it shall become sma'l dust. . . . , r .u No one should incur censure for bemg tender ot their reputation. . . . , ^%te. Horace, you was blamed; and I think you was worthy of censure. . . . Witness, where was you standing during the transac- t!on? How far was you from the defendant? > RULE XIV. Relative pronouns agree with their antece- -leiits iii irender^yerson, and number; as, " ihou - who lovest wisdom; 1 who speak from expen- ence." , , , .jAloTE When a .relative pronoun is preceded by two antecedeuU ' 'n,f di"fcr;nt oersons,the rell.tive and the ^"^-^"^^^.. '{'.^Z with either, but "" -iU^out reganl o ^-^^o^ma^^^T. ". maiiit'/iocoinmamiyou;' or, i am u.i, i.u .^f^;^ The meanin.- of the f.r=t of the^e examples will more f^^f^ ^ , , , ". n-nder it tl.u,; " 1 who command you, am thejffi ' When the itrrcemnt of the re.alive l-as been fixed wil.i fit k ^^

RLLES OF SVM'AX. 159 False Syntax. Thnu who has been a witness of the fact, canst slate it. The wheel killed another man, which make the sixthy which have lost their lives by this means. Thou fjreat First Cause, least understood! Who all my sense confined. Xoie, 2d part. 'I'hou art the Lord, who didst choose .Abraham, and brought him forth out of Ur of the Chaldces RULE XV. The relative is the nominative case to the verb, when no nominative comes between it and the verb; as, " The master who taught us was eminent." False Syntax. If he will not hear his best friend, whom shall be sent to admonish him. This is the man whom, he informed me, was my bene- factor. RULE XVI



When a nominative conies betw/een the rela- tive and the verb, the relative is governed by the following verb, or by some other word in its own member of the sentence; as, "He whom I serve, is eternal." ;ia-T^ NoTU 1. Who, ichich, icfmt, the relative J/mt, anil thS^S^' round?, ukomevcr, whomsoever, &ic. though in the objective ca=c irc always placed before the verb; as, " He uhom ye eek, has j-one ence." . . . i. Every relative mist have an antecedent to which tt#BJ^ nther expressed or implied; as, " ^FAo steals my pur%e-straK lash;" that i5,/ie who. J. The pronouns irhichsocrcr, whatsoever, and the like, arc somo- imes elegantly divided by the interposition of the correspomliu ijuas; :t.i, >' Oa which, side soever the kinp: cast his eyes," Ac. ' 4. The pronoun what is sometimes improperly used instead oTthe iMunetioii U.at: as, " He would not believe but wAon was ii 'lit.- it .should be, "but Wa<," &c. False Syntax. II (.s' the friend who I sincerely esteem. ' Sot prorcr, because wha, which is the object of the action ex- ^aferd by the transitive verb "esteem," is "in the nom. case, li igst to bo whom, in the objective; and then it would be.iovernail V ^stcein, according to Rule 16. (Repeat the rule) : and'also, ac- Tng to Rule 20; " That is the friend whom I sincerely cstcent"-

// //, 160 RUI,ES OF SYISTAX. They <vho much is given to, will have much to answer for. From the character of those who you associate with, your own will be estimated. He is a man who I greatly respect. Our benefactors and tutors are the persons who we ought to love, and who we ought to be grateful to. They who conscience and virtue support, may smile at the caprices of fortune. Who did you walk with? Who did you see there? Who did you give the book to? RULE XVII. When the relative pronoun is of the interrog- ative kind, it refers to the word or phrase con- taining the answer to the question for its suhst- ^MCrt^, which subsequent must agree in case with the interrogative; as, " Whose book is that? Joseph's-^ "Who gave you this? /o^n." False Syntax. Who gave John those books? Us. Of whom did you huythem? Of a bookseller, he who lives in Pearl street, Who walked with you? My brother and him. Who vwill accompany me to the country? Uei and me, RULE XVIII. Adjectives belong to, and qualify nouns, ex- pressed or understood; as, " He is a good, as well as a wise man." NoTEL. Ailjctivesfrcquntly belong to pronouns; a?, "iam miserable: He is industrious." . . 2. iSumeral adicxtives belong to noiin=, which nouns ronf-t agree in number with their adjectires; as, "Ten/te<; Eighty/a/ftom*.' J. Afl,ectivcs sometimrs belong to verbs in iho inhinUve iiiiojul, or toa part of a sentence; as, " To see ispleamnt; To be blina Hiifurlunate; 'I'o die I'or ourcoisntry is glorioiv " 4. A<liective3 are often used to uiodifj the lives, or" the action of verbs, and to express tr .,:onnexion with the action; as " lied hot iron: M.aw smooth;^ The anpls boil soft, or hard: Open youv li?>lf>jfl clay burns '/('((? " . . """,;'. 5. When an adjective is preceded by a preposition, ailtrw is understood, the two words may be "^^""^^^""^."^"jAg^.^Mj. phrase; as," In general, in particular; tbtltf | ^ij?<B^Wl^ eiise of other ail>e' action of verbs, and to cxpr'css tie quaUty oC tHDOT_^^

TUILES OF SYNTAX. 161 ; Adieotives slioii '! he -lacctl iitxt to tlie nouns winch they i.iMlii'.-i'as, " A tPict ofg-cnrflaiici." V i3j;ih'e co.iiparntlvcs an l superlatives should he ovoiued ; sucii a;, lcsfr,

".x i |(J2 KILES OF SYNTAX. There are bodies, each of which are so small as to be "" Every person,
 whatever their station may be, are bound by the laws of morality and religion. \otc X On either side
 of the river was the tree of life. Nadab and Abihu took either of them his censer. RULE XX. Active-
 transitive verbs govern the objective case; as, -Cajsar conquered tapc^, <-olum- bus discovered
 Jmcrica; Truth ennobles /len" False Syntax. Ye who were dead, hath he quickened. of the action
 expressed by the t^ 't^ ^ ^^^j^ ;\|*tj:tv:-^t^"hr;;i::e :i;"sreeat,,y to Ku.e .0.. Activc-Uansitive
 verbsgovera the ohjccUve case. -. Who did they entertain so freely ? They who onolence has made
 proud, and who luxury has .orrupted, can not relish the simple pleasures of nature. He and they we
 know, but who are ye.' hhe that is negHsent repiove sharply. lie invited my brother and 1 to pay him
 a visit.- Who did they send on that mission? ?hev who he has most injured, he had the greatest rea-
 "" ' "" RULE XXL The verb mhe has the same case after it as .eibre it; ^, " / am the man; I believe xl to
 '^^::^^^^^^-^.. contained in Kiile i. i ,<.(nil n " The Lord made mt 2. The s^xhUhe is o/ton under
 tood^, ..)^^ Lord made me ^r;n^;"i?^^^t^ r'(fe:^^-^^- iohn;puttins these two nouns in apposition.
 Fake Syntax. ijrirlle^a^e" -iC the ot^ective case before i^^-^f^ -i^&j^i the n.mioat,v. after; con-que.-" .
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RULES OF SYNTAX. 1G3 violatciL TkciJ is in apposition with i7, therefore lhey should be them, in theobjective aftei>to be, iiccordiug to Rule 21. (Repcaf the rule.) Be composed, it is mc. I would not act thus, if I were him. Well m;iy you be afniid; it is him, indeed. Who do you fancy him to be? Whom do men say that I am? Whom say ye that I am ' Jf it was not him, who do you imagine it to have been? He supposed it was me; but you knew that it was him. RULE XXII. Active-intransitive and passive verbs, the verb to become, and other neuter verbs, have the same case after them as before them, 'yhen both words refer to, and signify the same thing; as, ' To??! struts a soldier;"" " Will sneaks a sc7-iv- enerr " He was called CcesarT " The general was saluted emperor y"" They havebecomeybots.'

Note 1. Active-intransil ivo verbs sometimes assume a transitive lbrm, and govern the objective case: as, "7b dream a dream; To runa.race; To wall: the horse; To dance the child; ToJly lhn kite."

2. Passive verbs do not govern the objective case. The follow- ing phrases are inaccurate: " Pitticus was ofTered a large sum by the king; He was taught grammar; They were asked a question." The constructions should be, " A large sum was offered to Pitti- cus : Grammar was taught to him; or he was instructed in gram- mar; .\ question was put <o them." J. Some passive verbs are formed by using the participles of com- pound active verb=. To smile, to uonder, to dream, tire intransi- tive verbs, for which reason tliey have no passive voice; but, to miile on, to wonder at, to dream of, are compound active-transitive verbs, and, therefore, admit of a passive voice; as, " He was smiled on by fortune; The accident is not to be wondered at;"" " There are more things in heaven and earth, Horatio, " Than ore dreamed of in your philosophy." RULE XXIII. A verb in the infinitive mood, may be govern- ed by a verb, noun, adjective, participle, or pro- noun ; as, " Cease to do evil ;*' " We all have our lahnt to improve;" " She is eager to learn ;"" They are preparing to go;" " Let him do it,'

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K> 1 . UULCS or KVNT iX, !C. 2if<rfk*nJ V'8<'iu>timos ^o*i)rpv<| t^,i^^ "An HULE XXIV. Tiif- jfiiniitvlt liioofl,or jitirt of a sentence, is '^'^reqiientiyput astlie naminativf case to a verb, or the oljeci of an active-transitive verb; as, ' To play is pleasant; Boys love to play; That Kurm dimatcs shorten lifc,xs reasonable to sup- pose; He does not consider how near he ap- piroaches to his cnd,"^ Note. To, tlie si cr, of lliR infinitive n;oo(l, i- Eoniptimo? propcily omitted: a?, I lieard liijii say V , " i^^M-iui uf," to say it." RULE XXV. The verbs which follow bid, dare, need, make, see, hear, feel, help, let, 6yT. are in tlie infinitive mood without the sign to prefixed ; as, "He bids me come; I dare engage; Let me ,-0; Help me do it;" i. e. to come, to go, to do it, Si'c. False Syntax. Bid liim roti'C tc rue. He durst not to (In it without pormisjioi;. Henr iim to read liis lesioa. It is the difference in their conduct, which makes us to approve tlie one, and to reject the other. It is better to live on a little, than outlive a great deal. 1 wish him not wrestle with his happiness. RULE XXVI. Participles havp the same government

as the verbs have from which they are derived; as, "fs saw the tutor instructing liis pupils."" Note. Tj<5 present fianic!,^li; with the dcfiiiito artirle Me'be-. fare it, hccouifs a noun, iin.I itjust liave the preposition '^\f'^^^^ji-^ The a;;d (/inu?tbotli be used or l)t)tli be omitted; as, " \,f.O^A ~ ' ' ill C(jiia:aiid ruppect; cr^jrffi^ri^ Syntax. Note. We can uot be wise find good without tl ains for it.

I tcrvins; of truth, jou v.'ii. truth," &c. False

., i.- 'J*^'.-*' u.^jA-.- RULES OF SYNTAX. 105 The changing times and seasons, the removing and sets, gup kings, belong to Providence alone. These are the rules of grammar by observing of which you mav avoid mistakes. RULE XXVII. The present participle refers to some noun or pronoun, denoting the subject or actor; as, " I see a boy running."" RULE XXVIII. The perfect participle belongs, like an adjec- tive, to some noun or pronoun expressed or un- derstood; as, "I saw the boy abused." Note 1. Participles of neuter verbs have the same case after them as before them; as, '^^ Pontius Pilate being Governuur a(3ii- (lea, and Herod being Tetrarrh,"" &c. 2. A participle with its adjuncts, may sometimes be considered as a substantive or participial phrase, which phrase may be the subject of a verb, or the object of a verb or preposition; as, " lea- king from another without his knowledge or assent, is called stealing; He studied to avoid expressing himself too severcli/; I can not fail ol having money, kc; by promising much and performing butTift!?. we become despicable." 3. As the perfect participle and imperfect tense of irrclulai verbs, are sometimes different in their form, caro must be taken that they be not indiscriminately used. It is frequently said, 'he begun,' for ' he began ;' ' He run,' for ' he ran;' ' He come,' for 'became;' the participles being here ustd instead of the imperfect tense; and much more frequently is the imperfect tense employed instead of the participle; as, ' 1 had wrote,' for 'Ihad written;~ ' I was chose,' for' I was chosen;' ' I have eat,' for ' 1 have eaten.' ' He would have spoke;' spoken. ' lie overrun his guide;" over ran. 'Tlie sun had rose ;' risen. False Syntax. I seen him. I have saw many a one. Seen is improper, the |>crfoct participle being used instead of th< imperfect tense of the verb. It ought to be, "I saw him," accoidin;, to Note '.i. Have saw is also erroneous, tiie imperfect tense beinu employed instead of the perfect participle. The perfect tense of a verb ij formed by combining the auxdiary hare with its perfect par- ticiple; therefore the sentence should be written thus, "1 havejco. maiiv a one." Note 3. Note 3. He done me no harm, for I liad wrote my letlei be'aic he come home. riil not that misfortune bofel my cousin, he would have went to Europe long ago

m 160 nijLi:S OF SViNTAX. The sun hail already asose, when 1 began my journe)'. Since tlie work is began, it must be prosecuted. The French language is spoke in every state in Europe. He writes as the best authors would have wrote, had they writ on the same subject. RULE XXIX. Adveibs qualify verbs,participlos,arljectives, and other adverbs; as, " A very good pen writes extremely well; By living temperately."" &c. Note I. AJvcrbs arc jjenerully set belbrc ailjtctivcs or adverb?, after verbs or

between the auxiliary and the verb ; as, " He made a very sensible discourse, and was attentively heard." 2. When the qualifying word which follows a verb, expresses quality, it must be an adjective, but when it expresses manner, an adverb should be used; as, " She looks roughly; she looks coldly on him; He feels warmly; He feels keenly the insult offered to him." If the verb to be can be substituted for the one employed, an adjective should follow, and not an adverb; as, "She looks coldly: the hay smells sweet: The fields look green; The grapes taste very sour; The wind blows terribly." False Syntax. Note 1. It can not be impertinent or ridiculous therefore to remonstrate. He was pleasing not often, because he was vain. These things should be never separated, ^^^fr^ajay happily live, though our possessions are small. ^^^- rule XXX. Two negatives destroy one another, or are equivalent to an affirmative; as, "Such things are not uncommon;" that is, they are common. Note. When one of the two negatives employed, is joined to another word, it forms a pleasing and delicate variety of expression; as, " His language, though inelegant, is not ungrammatical; ^ that is, it is grammatical. But, as two negatives, by destroying each other, express an affirmative, they should not be used when we wish to convey a negative meaning. The following sentence is therefore incorrect: "I can not by any means allow him to do this; his argument must be right; it should be, ' I can not by any means, " &c. or, " I cannot " means. " / False Syntax. Example. I don't know nothing about it. ... I did not see nobody there. Nothing never else: man ^

fast HULES OF SYNTAX. 167 Be lionel, nor take no shape nor semblance of disguise. 'I' can not lie nothing more insignificant than vanity. Precept nor discipline is not so forcible as example. RULE xxxr. Prepositions govern the objective case; as, ' He went from (Italy to Rome", and then passed through Redfield." False Syntax, Each is accountable for himself. They settled it among themselves. It is not I who he is displeased with. Who did you go with? Who did you receive instruction from? RULE XXXII. For, and, nouns signifying distance, time when, how long, &c. are generally governed by a preposition understood; as, " The horse ran a mile; He came home last June; My friend lived some years at college ;" that is, ran through the space of a mile ; or, ran over a space called a mile; to his home in last June years, &c. Note 1. The preposition to should be often understood, chiefly before the pronouns; as, " Give to me a book; Get for him some paper." -1. 2. ... or, unjo is, by some, supposed to be understood after like: .m\ unlike; as, ' He is unlike unto his brother; ^he is unlike to him." Others consider this mode of expression an idiom of the language, and maintain, that like governs the objective folio; it is not. Nouns signifying extension, duration, or value, are usually followed by a governing word ; as, " The Ohio is one thousand miles long; She is ten years old ; My hat is worth five dollars." Those, and other adjectives. See page 151. ^ " ^m' RULE XXXIII. -^ Conjunctions connect nouns and pronouns in the same case ; as, " The master taught her and " to write; //e and sAe are associates." False Syntax. My brother and his; are grammarians during four >.

168 RULES OF SVSTAX. You and me enjoy great privileges. Him and I went to the city in company; But John and him returned without me. Between you and I there is a great disparity of years. RULE XXXIV. Conjunctions generally connect verbs of like moods and tenses; as, "If thou sincerely desire, and earnestly pursue virtue, she will assuredly be found by thee, and prove a rich reward." Note 1. When different moods and tenses are connected by conjunctions, the nominative must be repeated; as, "He may return, but he will not tarry." 2. Conjunctions implying contingency or doubt, require the subjunctive mood alter them; as, "If he study, he will improve." See pages 114, 120, 131. ii. The conjunctions if, though, unless, except, whether, and lest, generally require the subjunctive mood alter them. 4. Conjunctions of a positive and absolute nature, implying no doubt, require the indicative mood; as, "His virtue advances, so vice receives. False Syntax. Did he not tell me his fault, and entreated me to forgive him? Professing regard, and to act differently, discover a base mind. Note 1. He has gone home, but may return. The attorney executed the deed, but will write no more. Note 2. I shall walk to-day, unless it rains, if he acquires riches, they will corrupt his mind. RULE XXXV. A noun or pronoun following the conjunction than, as, or but, is nominative to a verb, or governed by a verb or preposition, expressed or understood: as, "Thou art wiser than I am." "I saw nobody but I saw him." Note 1. The conjunction as, when it is connected with another, or same, is sometimes, though erroneously, called a relative pronoun; as, "Let such as presume to advise others," &c. that is, let them, &c. See page 97. 2. An ellipsis or omission of some words is frequently admitted which must be supplied in the mind in order to parse grammatically.

RULES OF SYNTAX, 169 1, by; as, 'Who is me; that is to me; To sleep all night; i. e. through all the night; He has gone a journey; i. e. on a journey; They walked a league; i. e. over a space called a league." 4. When the omission of words would obscure the sense, or weaken its force, they must be expressed. 4 In the use of prepositions, and words that relate to each other, we should pay particular regard to the meaning of the words or sentences which they connect: all the parts of a sentence should correspond to each other, and a regular and clear construction throughout should be carefully preserved. False Syntax. They are much greater gainers than me. They know how to write as well as him; but he is a better grammarian than them. They were all well but him. None were rewarded but him and me. Jesus sought none but they who had gone astray. Remarks on the Tenses. 1. In the use of verbs, and other words and phrases which, in point of time, relate to each other, a due regard to that relation should be observed. Instead of saying, "The Lord hath given, and the Lord hath taken away," we should say, "The Lord gave, and the Lord hath taken away." Instead of, "I remember the family more than twenty years," it should be, "I have remembered the family more than twenty years." The best rule that can be given for the management of the tenses, and of words and phrases which, in point of time, relate to each other, is this very general one; Observe what the sense necessarily requires. To say, "I have visited Washington last summer; I have seen the work more than a month ago;" is not good sense. The constructions should be, "

I visited Washington, &c.; I saw the work," i.e., " This mode of expression has been formerly much admired ; "Mas formerly much admired." 2. In order to employ the two tenses of the infinitive mood with propriety, particular attention should be paid to the meaning of what we express. Verbs expressive of hope, desire, intention, or command, ought to be followed by the PRESENT tense of the infinitive mood. 'L 1st week I intended to have written,'" is improper. The intention of Writing was then present with me; and, therefore, the construction should be, "I intended to write." The following examples are also inaccurate : "I found him better than I expected I should find him;" "My father was, after selling ten in the market" in commerce, to have withdrawn my wealth to another country.

A FALSE SYNTAX. fry." They should be, " expected to find him ;" " I withdrew my ^ o' b" ELEVATION. More requires a An after it. The following sentences are therefore improper: " He was more beloved, but not so much admired, as Cinthio ;" " Richard is more active, but not so studious as his companion." They should be, " He was more beloved than Cinthio, but not so much admired ;" " Richard is more active than his companion, but not so studious." Examples in False Syntax, promiscuously arranged. We adore the Divine Being, he who is from eternity to eternity. On these causes depend all the happiness or misery which exist among men. The enemies who we have most to fear, are those of our own hearts. Is it me or him who you requested to go; . . . f Though great has been his disobedience and his folly, yet if he sincerely acknowledges his misconduct, he shall be forgiven. There were, in the metropolis, much to amuse them. By exercising of our memories, they are improved The property of my friend, I mean his books and furniture, were wholly consumed. Affluence might give us respect in the eyes of the vulgar but will not recommend us to the wise and good 'The cares of this world, they often choke the growth of virtue. . . . u j They that honour me, I will honour; and them that despise me, shall be lightly esteemed. I intended to have called last week, but could not. The fields look freshly and early since the rain. The book is printed very neat, and on fine wove paper. I have recently been in Washington, where I have seen John Quincy Adams, he who is now president. Take the two first, and, if you please, the three last. The Chinese wall is thirty foot high. It is an union supported by an hypothesis, merely I have saw him who you wrote to; and he would have come back with me, if he could. Not one in fifty of those who call themselves deists, understand the nature of the religion they reject. If thou studies! diligently, thou will become a learned Education is not attended to properly in Spain.

PROVINCIALISMS. 171 He knew it was his duty, and he ought, therefore, to do it. He has little more of the great man besides the title. Richard acted very independent on the occasion. We have done no more than it was our duty to have done, The time of my friend entering on business, soon arrived % His speech is the most perfect specimen I ever saw, Calumny and detraction are sparks which, if you do not blow, they will go out of themselves. Those two authors have each of them their merit.

Reasons whole pleasure, all the joys of sense, Lies in three words, health, peace, and competence. A great mass of rocks thrown together by the hand of nature with wildness and confusion, strike the mind with more grandeur, than if they were adjusted to one another with the accuratest symmetry. PROVXXVCIAX.ZSIICS. CONTRACTtONS, VULGARISMS, AND OTHER IMPROPRIETIES. Although many of the following vulgarisins are provincial, yet, as each has its locality in some one section or other of our coun- try, it is hoped, that these corrections will be found useful in the districts to which the various phrases respectively belong. Improper. Correct. Improper. Correct. CO.\TRACTIIONS. WRITTEN. CONTRACTIONS WRITTEN. Aint Are not. Woodent would not haint have not. mussent must not taint 'tis not. izzent is not haint are not. wazzent was not maint may not. hezzent has not wont will not. doozzent does not wer'nt were not. tizzent 'tis not waunt was not. don't. can't. whool who will i'll 'tis Vulga risms. Vulgarisms. COMMON IN NEW ENGLAND. COMMON IN new-englanV. Improper. Pronounced. Improper. Pronounced. 22 2 4 1 'jooz 2 Diiz 1 Angel 4 ane gtl 1 ' urn 2 home 1 danger 4 daue gur tun 2 stone 2 stranger 4 stranc gut 1 'li/zen hiz chambep f*ame biiv km

172 33 liouzen 2 hen 4 axt 4 ancient rmprvper. Furnentz wunst strenth lenth brenth ort in wain wanity nan wisht och for by wee bit Doore floore put FROVINCIALISMS. bou zei bin 4 ask'd 1 ane tschent SNSYLTANIA. Correct. ' opposite once strength length breadth ought in vain vanity what wish oh to spare a small piece IRISH. dore flora poot pas demand Improper. Fut pnl pit ond a coont pare son pare pet u al coorse soorse loss it glas 4 pas 4 mas 4 de mand Correct. foot puul pit and ak kount pars'n per pet tshu koarse soarse lost it a. || NEW-ENGLAND. t be goin. He lives to bum. Hese ben to hum this two weeks Y<,u harldenl ought to do it. Yes I had ought. Taint BO better than hizzen. hzent that are line writ well? Tizzeiit no better than this ere. t axtiim for't, and hes-ajeno; and then ize up a stump The kcows be gone to hum, neow, and I'mer goin arter um He'll beherc,deri,';ht?, and bring joun and thcirn. PENNSYLVANIA. I seen him. Have yon saw him ? Yc. I have saw him wunst; and that was before you seed kim. Ky. Md. Va. Miss. &c-. Thar tbate whar whare bar bear bare wiir wer mout might (mite) gwine , going tote fetch, carry, or bring. CORRECTED. I am going. He lives at home. He has been at home these 2 weeks. You ought not to do it. Certain- ly I ought. Tis no better than his. /. no* that line well written? ' It is no better, or. It is not any better than this I asked him for it, but he refused to let me have it. 1 then knew not what to do. The cows are gone home, and I am going after them. He will he here, directly, aS^ bring yours and theirs. fl CORRECTED. I saw him. Have you setn him? Yes, once; and that before you sail; him.

PROVINCIALISMS. 17 1 done my task. Have jou did jours? No,but I be to do it I be to be there. He know'd me. Leave me be, for lme afeared. I nevar took notice to it. I wish I haddent did it; howsum- ever, I dont keer: they cant skeer me. Give me them there books. He ortto go; so he ort. No he orten. Dont scrouge me. I diddent go to do it. Ahit that a good hand write? Nan? I knew what he meant, but I never let on. Not here the day: He went till Pittsburgh. Let us be after pairsing a wee bit. J^d. Va.

Ky. or Miss. Carry the horse to water. Toat the the wood to the river. Have you fotcht the water? He will soon come of that habit. I war thar, and I seen his boat was loaded too heavy. Whar you gwine? Let em go dah. Hese in cohoot with me. Did you git shet of your tobacco? Who hoped you to sell it? I have done my task. Have you rfo/ie yours? iSo, but I must. I shall be there; or, I must be there. He knew me. Lei me be, for I am afraid. I never took notice of it; or, bet- ter thus, I never noticed it. I wish I had not done it: however, I disregard them. They cav. not scare me. Give me those books. He ought to go really. He ought not. Don't crowd me. I did not intend to do it. * Is not that beautiful writing? Wliat? I knew what he meaas, but I kept that to myself. Improper. Pronounced. Improper. Pronounced, Are Ar do cile dos il were (ware) wer duo tile due til dost dust fu tile fu til doth duth sub tile sub til does duz a gain a gen ere are main tain men tane sky skei main tain ance mn ten anca kind keind oc tav o oc ta vo guide geide on ly one ly def set P2 (it CORRECTED. He is not here to-day. He went to Pittsburgh. Let us parse a tittle. CORREeTED. Lead the horse to water; or, wa- fer the horse. Cafry the wood to the river. Have you fetched or brought the water. He will soon ov-rcome, or get rid o/that habit. I was there, and Isaiv that his boat was too heavily laden, or loaded. Where are you going? Let them go. He is in partnership with me. Did you gel rid or dispose of your tobacco. ' Who helped you to sell it? il

r y^ t'^rT'ym/'^' 174 PROVINCIALISMS. lep my wind to pro gress sloth l'ul leis lire fei ful mas culir.e fpm i nine trans par ent trans par en cy philos o phcr lepe mi, or me wind, 01 wintle too prog re39 sloAhe ful le zhure fere ful mas Gulin fem e niri trans pa rent trans pa ren cy fe los so pher phi lo soph i cal fil lo zoph fc kal phi lol o gist fe lol lo jiit philo logical CO ad ju tor as sump sioQ Oc ca sion of fend C9 pe cially par tial i ty hosler hos pit al hum ble i>u mor ous pos sess pos ses sive pos ses sion prcc ept (i; thcr tiei ther na chur for chun lee chnr lit e rachure fil o lod je bal ko ad jii tur as sum tshun o ka zhn o fend es pesh e al le par she al le te osur OS pe tal unible yu raur us poz zes poz zes siv poz zesh un pre sept e thur ne thur na tshure for tshune lee tshure litte ra lure shet cheer baird par ents pa rent age pat ron pate ron age pat ri ot pat ri ot ism pat ri arch ketch cocht goold ort could would ile > bile iile pile pinte ben hum thare fore wher fore blege kal ice frek went ly ur rcg u lar to words pome gone mount'n fount'n gelh er kiv er shut tshare beeril pa rents par rent i<ije pa trun pat trun idje pa tre ut patre ut ism pa tre ark katch kaught gold ought kood wood oil boil soil spoil point bin home ther fore whare forQ o blidje tshal is fre kwent ly ir reg gu lar to urdz po em go ing moun tin foun tin gath er kuv er era enure iiiicm<.u'-..... Note When the words learned, hlcssed, loved &c. are used ps r ,; l-idiectives the terminatioB ed should gcnersaiy be pro- participial adjunct, e t ^^ Mcarn-ed man ; The bless-ed tnifd; I have waVi'd."^ PROSODY. Prosody consists of two parts; the fo)n>er teaches the true pronunciation of words, com- prising accent, quantity, emphasis, pause, and tone -and the latter the laws of versification. ^cr^r Accent is the laying of . peculiar stress .f the vmce on a certain letter or syllable ma word, that t m^f

PUNCTUATION. 175 be better heard than the rest, or distinguished from them, as, in the word "presume," the stress of the voice must be on (the letter *i*, and second syllable, *sume*, which syllable takes the accent. Quantity. The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short. A vowel or syllable is long, when the accent is on the vowel; which causes it to be slowly joined in pronunciation with the following letters; as, "Fall, bale, mood, house, feature." A syllable is short, when the accent is on the consonant; which occasions the vowel to lie quickly joined to the succeeding letter; as, "aunt, bonnet, hunger." A long syllable requires double the time of a short one in pronouncing it: thus, "Mate," and "note" should be pronounced as slowly again as "Mat" and "not." Emphasis. By emphasis is meant a stronger and fuller sound of the voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how they effect the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress. Pauses. Pauses or rests, in speaking and reading, are a total cessation of the voice during a perceptible, and, in many cases a measurable space of time. Tones. Tones are different both from emphasis and pauses; consisting in the modulation of the voice, the notes or variations of sound which we employ in the expression of our sentiments. Versification. Versification is the arrangement of a number and variety of syllables according to certain laws. Rhyme. Rhyme is the correspondence of the last sound of one verse, to the last sound or syllable of another. PUNCTUATION. Punctuation is the art of dividing written composition into sentences or parts of sentences by points or stops, in order to mark the different pauses which the sense and an accurate pronunciation require.

176 PUNCTUATION. The Comma represents the shortest pause; the Semicolon, a pause double that of the comma; the Colon, double that of the semicolon; and the Period, double that of the colon. Punctuation is a modern art. The ancients were entirely unacquainted with the use of points; and wrote, not only without any distinction of members and periods, but also without any distinction of words. This custom continued till the year 360 before Christ. How the ancients read their works, written in this manner, is not easy to conceive. After the practice of joining words together had ceased, notes of distinction were placed at the end of every word. This practice continued a considerable time. As it appears that the present usage of points did not take place, whilst manuscripts and monumental inscriptions were the only known methods of conveying knowledge, we must conclude, that it was introduced with the art of printing. The introduction was, however, gradual: all the points did not appear at once. The colon, semicolon, and note of admiration, were produced some time after the others. The whole set, as they are now used, became established when learning and refinement had made considerable progress. As the rules of punctuation are founded altogether on the grammatical construction of sentences, their application pre-supposes, on the part of the student, a knowledge of Syntax. Although they admit of exceptions, and require a continual exercise of judgment and literary taste in applying them properly, they are of great utility,

and justly merit our particular attention. Before one enters upon this subject, however, he ought to understand what is meant by an adjunct, a simple sentence, and a compound sentence. An adjunct or imperfect phrase contains no assertion, or does not amount to a proposition or sentence; as, "There-fore;" "studious of praise;" "in the pursuit of commerce. For the definition of a sentence, and a compound sentence, turn to page 100. , > i. v When two or more adjuncts are connected with the verb in the same manner, and by the same preposition or conjunction, the sentence is compound, and may be resolved into as many simple ones as there are adjuncts; as, "They have sacrificed their health and fortune at the shrine of vanity pride, and extravagance." But when the adjuncts are connected with the verb in a different manner, the sentence is simple; as, "Grass of an excellent quality, is produced in great abundance in the northern regions of our country." RULE 1. The member-: a simple sentence should not, in general, be separated by a comma; as, "Every part of matter swarms with living creatures" :ssv^'

I PUNCTUATION, 177 Exercises in Punctuation. Idleness is the great fomentor of all (in)conventions in the human heart. The friend of order has made half his way to virtue. All finery is a sign of littleness. RULE 2. When a simple sentence is long, and the nominative is accompanied with an inseparable adjunct of importance, it may admit a comma immediately before the verb; as, "The good taste of the present age, has not allowed us to neglect the cultivation of the English language;" "Too many of the pretended friendships of youth, are mere combinations in pleasure." Exercises. The indulgence of a harsh disposition-is the introduction to future misery. To be totally indifferent to praise or censure-is a real defect in character. The intermixture of evil in human society serves to exercise the suffering graces and virtues of the good. RULE 3. When the connexion of the different parts of a simple sentence, is interrupted by an adjunct of importance, the adjunct must be distinguished by a comma before and after it: as, "His work is, in many respects, very imperfect. It is, therefore, not much approved." But when these interruptions are slight and unimportant, it is better to omit the comma; as, 'Flattery is certainly pernicious; There is surely a pleasure in beneficence." Exercises. Charity like the sun brightens all its objects. Gentleness is in truth the great avenue to mutual enjoyment. You too have your failings. Humility and knowledge with poor apparel excel pride and ignorance under costly attire. The best men often experience disappointments. Advice should be seasonably administered. No assumed behaviour can always hide the real character. RULE 4. The nominative case independent, and nouns in apposition when accompanied with adjuncts, must be distinguished by commas; as, "My son, give me thy heart;" 'Dear Sir, I write to express my gratitude for your many kindnesses;" "I am obliged to you, my friends, for your many favours;" "Paul, the apostle of the Gentiles, was eminent for his zeal and knowledge;" "The butterfly, child of the summer, flutters in the sun." But if too nouns in apposition are unattended with adjuncts, or if they form only a proper name, they should not be separated; as, "Paul the apostle suffered martyrdom;" "The statesman Jefferson wrote the declaration of Independence." Exercises. Lord thou hast been our

dwellingplace in all genera- tions. Continue my dear child to make virtue thy chief study. Can9t thou expect thou betrayer of innocence to esc^ipe the l-and ftf vengeance.' Death the king of terrors chose a prime minister. t

\ lv8 PUNCT CATION. tt Hope the balm of life soothes us under every misfortune. Confu- cius the great Chinese pjiilosopher was eminently good as well as wise. The patriarch Joseph is an illustrious example of true piety. RULES. The nominative case absolute and the infini- tive mood absolute with their adjuncts, a participle with words depending on it, and generally, any imperfect phrase which may be resolved into a simple sentence, must be separated frotn the rest of the sentence by commas; as, " His father dying, he succeeded to the estate." " To confess the truth, t WAS in fault;" "The k'm^, approving the plan, put it in execution;" " He, having finished^ his aca- demical course, has returned home, ro/irosec/e his profes- sional studies."" Exercises. Veace of mind being secured we may smile at misfor- tune. Toenjov present pleasure he sacrificed his future ease and reputation. His talents foruied for great enterprises could not fail of renderins him conspicuous. The path of piety and virtue pur- sued with a firm and constant spirit will assuredly lead to happi- ness. All mankind compose one family assembled under the eye of one common Father. RULE 6. A compound sentence must be resolved into simple ones by placing: commas between its members; as, " The decay," the waste, and the dissolution of a plant, may affect our spirits, and suggest a train of serious reflections." Three or more nouns, verbs, adjectives, participles, or adverbs, connected by conjunctions, expressed or under- stood, must be separated by commas; as, " The husband, wife, and children, suffered extremely:"* " In a letter, we * Tlic correctness and importance oftliis rule appear to be so obviouF, as lo render it not a little surprising, that any Krilcr, possessing Uic least degree of rhetorical tirste, should reject it. I am bold to affirm, that it is observed by every coriccl speaker; ad yet, strange as it may seem, it is generally violated by those printers who punctuate by the ear, and all others who are influenced by tlieir pernicious example: tlnis, " The head, the heart and the hands, should be constautly and actively employed in doing good." Why do they not omit the comma wiere the conjunction is understood! It would be doing no greater violence to the principles of correct delivery; thus, " The liead the heart and the hands, shotdd be," &c. or thus, " The head the heart, and the hands, should be employed," &c. Who does not perceive that the latter pause, where the conjunction is expressed, is as necessary as the former, where the conjunc- tion is understood! And since this isShe case, what fair objection can be made 10 the following method of punctuation! " The head, the heart, and Uie hands, should be conatantly and actively en>pio5 cd in doing good;" " She is a woman, gentle, sensible, well-educated, and religious." As a consider.able pause in pronunciation, is necessary betweeu the lat noun and lthe verb, a comma sliould be inserted to denote it; but as no pause is allowable be- tween the last adjective and the noun, or between the

comma in similes, is properly omitted; thus, "O, Iun. I laet adveib and the verb, the Davul was a brave, wiew. am

'5g-;.*t5- PUNCTUATION. 179 may advise, exhort, comfort, request, and discuss;" "Da-vid WHS a brave, wise, and pious man;" "A man fearing, serving, and loving his Creator, lives for a noble purpose;" "Success generally depends on acting prudently, steadily and vigorously, in what we undertake." Two or more nouns, verbs, adjectives, participles, or adverbs, occurring in the same construction, with their conjunctions understood, must be separated by commas; as, 'Reason, virtue answer one great aim;" 'Virtue supports in adversity, moderates in prosperity;" "Plain, honest truth, needs DO artificial covering;" "We are fearfully, wonderfully framed." Exercises. We have no reason to complain of the lot of man nor of the mutability of the world. Sensuality contaminates the body degrades the understanding deadens the moral feelings of the heart avarice degrades man from his rank in creation. Self conceit presumption and obstinacy blast the prospects of many a youth. He is alternately supported by his father his uncle and his elder brother. The man of virtue and honour will be trusted relied upon and esteemed. Conscious guilt renders one mean-spirited timorous and base. An upright mind will never be at a loss to discern what is just and true lovely honest and of good report. Habits of reading writing and thinking are the indispensable qualifications of a good student. The great business of life is to be employed in doing justly loving mercy and walking humbly with our Creator. To live soberly righteously and piously comprehends the whole of our duty. In our health life possessions connexions pleasures there are causes slowly imperceptibly working.' Deliberate slowly execute promptly. An idle trifling society is near akin to such as is corrupting. This unhappy person had been seriously affectionately admonished but in vain. RULE 7. Comparative sentences whose members are short, and sentences connected with relative pronouns, the meaning of whose antecedents is restricted or limited to a particular sense, should not be separated by a comma; as, "Wisdom is better than riches;" "No preacher is so successful as time;" "He accepted what I had rejected;" 'Self-denial is the sacrifice which virtue must make;" "Subtract from many motives all that may be found in Shakspeare, and trash will remain;" "Give it to the man whom you most esteem." In this last example, the assertion is not of "man in general," but of "the man whom you most esteem." But when the antecedent is used in a general sense, a comma, is properly inserted before the relative; as, "John, who is born of a woman, is of few days and full of trouble;" i

'f. ^ 180 PUNCTUATION. 1 "There is no charm in the female sex, that can supply "what is equally applicable to constructions in which the sense is understood: as; "Value duly the privileges you enjoy;" that is, "the privileges which you enjoy. However, better it is to get wisdom than gold. The Excuses. How much tetter will interest cement friendship of the world than longer than ^.^



X^':ni^:d^ach=0:^cS:^oftLwo^dare -'^rf^J^SSisUUethes.o.^st^n. wMch r^ectsever |r object in its just P'O'^^^'"""" ^Z', ""^ d th^<^ i " ""<=""- man, we saw yesterday. RULE 8. When two words of the same sort are connect- e-l by a ron fction expressed, they must not be sepanUed as ^LibeHines call religion, bigotry or superstition;' f-True wo his modest anrf retired;" -'The study of natu- ral hltorv expands a,i<i elevates the mind;" " Some men sin le > e atefy and presumptuously." When words are connec ed ^paL, the pairs only should be ?-.^j; a , "Thfre.s a natural difference between ment and demer- it vutueLd v,ce, wisdom aW folly;" " Whether we eat j; drink, labour or sleep, we should be temperate." B, if t',e parts connected by a conjunction are not short, thermavbe'^^epara.edbya comma; as " Romances may be ^aul to be miserable rhapsodies, or dangerous incentives to evil." l,lpnphrin!rs forward and nonrishes many bad pas- minds. churactersonnblemi-hP'l, as to txeuipt m tacka of rashness, malice, and envy.

FUNCTION. 181 Exercises. As a companion he was severe and satirical; as a friend capacious and dangerous. If the spring put forth no blossoms in summer there will be no beauty and in autumn no fruit. So if youth be trifled away without improvement manhood will be contemptible and old age miserable. **RULE 10.** When a simple member stands as the object of a preceding verb, and its verb may be changed into the infinitive mood, the comma is generally omitted; as, "I suppose he is at rest;" changed, "I suppose him to be at rest." But when the verb to be is followed by a verb in the infinitive mood, which, by transposition, may be made the nominative case to it, the verb to be is generally separated from the infinitive by a comma; as, "The most obvious remedy is, to withdraw from all associations with bad men." Exercises. — They believed he was dead. He did not know that I was the man. I knew she was still alive. The greatest misery is to be condemned by our own hearts. The greatest misery that we can endure is to be condemned by our own hearts. **NOTES.** 1. When a conjunction is separated by a phrase or member from the member to which it belongs, such intervening phrase appears to require a comma at each extremity; as, "They set out early, and, before the close of the day, arrived at the destined place." This rule, however, is not generally followed by our best writers; as, "If thou seek the Lord, he will be found of thee, but if thou forsake him, he will cast thee off forever;" "But if the parts connected are not short, a comma may be inserted." 2. Several verbs in the infinitive mood, having a common dependence, and succeeding one another, are divided by commas; as, "To relieve the indigent, to comfort the afflicted, to protect the innocent, to reward the deserving, are humane and noble employments." 3. A remarkable expression, or a short observation, somewhat in the form of a quotation, may be properly marked with a comma; as, "It hurts a man's pride to say, I do not know;" "Plutarch calls lying, *o'sfcie*." 4. When words are placed in opposition to each other, or with some marked variety, they must be distinguished by a comma; as, "Tho' deep, yet clear, tho' gentle, yet not dull; " Strong, without rage; without *oHr|lowir|g,fulV* "Good men, in this frail, imperfect state, are often found, not

only in union with, but in opposition to, the views and conduct of one another." , , . Sometimes when the word with which the last preposition agrees, is single, the comma may be omitted ; as, " Many states were in alliance with, and under the protection of Rome." The same rule and restrictions apply, when two or more nonne refer to the same preposition; as, He was composed, both undet I Wi"

f ^- 18'2 PUNCTUATION, I: the lhrcatenins, and at the approach, of a. cvi(^ and lingering llc-ath!" " He was not only the king, but the father of his people'- S The words " as, thus, nay, so, hence, again, first, secondly, away," &c. " Jlgain, we must have food and clothing, rinai /j/, let us conclude." . ., The foregoing rules and examples are sufficient, it is presumed, to suggest to the learner, in all ordinary instan- ces, the proper place for inserting the comma; but in apply- ing them, great regard must be paid to/h* >t,"^*^^f"J mlaning of the clauses, and the proportion which they bear to one another. SZ! nilCOX<C17. The semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as thos^e which aie separated by a comma, nor yet so little depend- ent on each other, as those which are distinguished by a RULE 1 When the preceding membei of the sentence does not of itself give complete sense, but depends on the following clause, and sometimes when the sense ot that member would be complete without the concludmg one, the semicolon is used; as in the following examples: As the desire of approbation, when it works according to reason, improves the amiable part of our species; so nothing is more destructive to them, when it is goveraedby vanity and folly" "The wise man is happy, when he gains nis o^vn approbation; the fool, when he gains the applause of those around him;" "Straws swim upon the surface; hut pearls lie at the bottom." Exercises. The path of truth is a plain and safe path that of false- hood is a perplexing maze. Heaven is the region of gentleness and friendship^heS of fierceness and animosity ^s there is a worklly happiness which God perceives to be no other than d guised mis- ery Ls there are worldly honours which m his ""^""^t.o" ^l^""^.'^~ proach so tbeie is a worldly wisdom which in his sight i foolish- But all subsists by elemental strife And passions are the elements of life. RULE 2 When an example is introduced to illustrate ^ -rule or proposition, the semicolon may be used before the %^~;W

PUNCTUATION. 18a conjunction as; as in the following instance: Prepositions govern the objective case; as, " She gave the book to him." Note. In instances like the above, many respectable punctuists employ the colon, instead of the semicolon. coxjOir. The colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon; but not so independent as separate, distinct sea- tences. RULE 1. When a member of a sentence is complete in itself, but followed by some supplemental remark, or far- ther illustration of the subject, the colon may be properly employed: as, " Nature felt her inability to extricate her- self from the consequences of guilt: the gospel revealed the plan of divine interposition and aid." "Great works are performed, not by strength, but by perseverance: yon- der palace was raised by single stones; yet you see its height and spaciousness." Exercises. The three great enemies to tranquillity are vice su- perstition

and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary terrors idleness which loads it with tediousness and disgust. When we look forward into the year which is beginning what do we behold there All my brethren is a blank to our view a dark unknown presents itself. RULE 2. When a semicolon has preceded, or more than one, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment, the colon should be applied; as, "A divine legislator, uttering his voice from heaven; an almighty governour, stretching forth his arm to punish or reward; informing us of perpetual rest prepared for the righteous hereafter, and of indignation and wrath awaiting the wicked: these are the considerations which overawe the world, which support integrity,, and check guilt." PEBXOD. When a sentence is complete, and so independent as not to be connected with the one which follows it, a period should be inserted at its close; as, " Fear God." " Honour the patriot." " Respect virtue." In the use of many of the pauses, there is a diversity of practice among our best writers and grammarians. CodT

,f 184 punctuation. pound sentences connected by conjunctions are sometimes divided by the period; as, " Recreations, though they may be of an innocent kind, require steady government to keep them within a due and limited province. f" ^" ^/^^ of an irregular and vicious nature are "f; ^f7,f" ' but to be banished from every well-regulated mind. The period should follow every abbreviated word; as, "A.D. N.B. U.S. Va. Md. Viz. Col. Mr." DASH. The Dash, though often used improperly by hasty and incoherent writers, may be introduced with propriety, where the sentence breaks off abruptly; where a significant Tense is required; or where there is an unexpected turn in sentiment; as "If thou art he, - -"e./^S once but, oh! how fallen! how degraded! "" .acting conformably to the will of our Creator;-f promoting the JK of mankind around us;-if securing O"- own happiness are objects of the highest moment; then we are loudly called upon to cultivate and extend the great interests of religion and virtue." A dash following a .top, denotes that the pause .8 to be .greater than if the stop were alone; and when used by itself requires a pause of such a length as the sense only can determine. Here lies the great false marble,^ where; Nothing but sordid dust lies here." INTERROGATION POINT. The note of interrogation is used at the end of an interrogative sentence; as, "Who adorned the heavens with such exquisite beauty?" Not.. The .interrogative point should not be ^-^P^J^^/^f^^, ^ .where it is only said, that a question has been asked . as, Cyprians asked me, why I wept." EXCLAMATION POINT. The note of exclamation is applied to expressions of sudden emotion, surprise, joy, grief. &c. and -me-time to invocations and addresses; as, " How much vanity in the pursuits of men!" " What is more than>.aWe than v.Hue "My friend! this conduct amazes me!" -Hear me, u -1UV lliciu. "-" -- . Lord! for thy loving kindness is great N^V

PUNCTUATION. 185 P ABEMTHESIS. A parenthesis is a clause containing- some useful remark, which may be omitted without injuring the grammatical construction; as, " To gain a posthumous reputation, is to save a few letters (for what is a name besides?) from oblivion-" " Know then this

truth, (enough for man to know,) "Virtue alone is happiness below." Note. The parenthesis generally denotes a moderate depression of the voice, and, as the parenthetical marks do not supply the place of a point, the sense should be accompanied with every stop which the sense would require, if the parenthetical characters were not used. It ought to terminate with the same kind of point which the member has, that precedes it; as, "He loves nobly, (I speak of friendship,) who is not jealous when he has partners of love." "Or why so long (in life if long can be) "LentHeav'n a parent to the poor and me?" Parentheses, however, containing interrogations or exclamations, form an exception to this rule; as, "If I grant this request, (and who could refuse it?) I shall secure his esteem and attachment." A QUOTATION. The Apostrophe is used to abbreviate a word, and also to mark the possessive case of a noun; as, "Vis, (omit is; thou', for though; o'er, for ever;"" "A man's poverty." A Quotation marks a sentence, taken in the author's own language; as, "The proper study of mankind is man." When an author represents a person as speaking, the language of that person should be designated by a quotation; as. At my coming in, he said, "You and the physician are come too late." A quotation contained within another, should be distinguished by two single commas: as, "Always remember this ancient maxim: 'Know thyself.'" DIRECTIONS for using Capital Letters. It is proper to begin with a capital, 1. The first word of every sentence. 2. Proper names, the appellations of the Deity, &c. ; as, "James, Cincinnati, the Andes, Huron;" "God, Jehovah, the Almighty, the Supreme Being, Providence, the Holy Spirit." 3. Adjectives derived from proper names, the titles of books, nouns which are used as the subject of discourse, the pronoun I and the interjection O, and every line in poetry; as, "American, Grecian, English, French; Irving's 'etch Book, Percival's Poems; I write; Hear, O earth!"

'/ 186 FIGURES OF SPEECH. FIGURES OF SPEECH. Figures of Speech may be described as that language which is prompted either by the imagination, or by the passions. They generally imply some departure from simplicity of expression; and exhibit ideas in a manner more vivid and impressive, than could be done by plain language. Figures have been commonly divided into two great classes- Figures of Force, and Figures of Thought. Figures of Words are called Tropes, and consist in a word's being employed to signify something that is different from its original meaning; so that by altering the word, we destroy the figure. When we say of a person, that he has a sweet taste in wines, the word taste is used in its common, literal sense; but when we say, he has a line taste for painting, poetry, or music, we use the word figuratively. "A good man enjoys comfort in the midst of adversity," is simple language, but when it is said, "To the upnight there ariseth light in darkness," the same sentiment is expressed in figurative style: light is put in the place of comfort, and darkness is used to suggest the idea of adversity. In Figures of Thought, the words are used in their proper and literal sense. The figure consists in the turn of thought; as is the case in exclamations, interrogations, apostrophes, and comparisons. The following are the most important figures: 1 A METAPHOR is founded on the resemblance which one object bears to another; or, it is a comparison in an abridged form.

When I say of some great minister, "That he upholds the state, like a pillar which supports the weight of a whole edifice," fairly make a comparison; but when I say of such a minister, "That, he is the pillar of state, the word pillar becomes a metaphor. In, the latter construction, the comparison between the minister and a pillar, is made in the mind; but it is expressed without any of, the words that denote comparison. >, All Metaphors abound in all writings. In how many? They may be found in vast variety. Thus, our blessed Lord is called a vine, a lion, &c. and men, according to their different dispositions, are styled wolves, sheep, dogs, serpents, vipers, &c. 2 An Allegory may be regarded as a metaphor continued; or, it is several metaphors so connected together in sense, as frequently to form a kind of parable or tale. It differs from a single metaphor, in the same manner that a cluster on the vine differs from a single grape. The following is a fine example of an allegory, taken from the 30th Psalm; wherein the people of Israel are represented under the

FIGURES OF SPEECH. 187 image of a vine: "Thou hast brought a vine out of Egypt: thou hast cast out the heathen and planted it. Thou preparedst room before it; and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it; and the boughs thereof were like the goodly cedars. She sent out her boughs into the sea, and her branches into the river. Why hast thou broken down her hedges, so that all they who pass by the way do pluck her? The boar out of the wood doth waste it, and the wild beast of the field doth devour it. Return, we beseech thee, O God of Hosts, look down from heaven, and behold, and visit this vine!" 3. A Simile or Comparison is when the resemblance between two objects, whether real or imaginary, is expressed in form. Thus, we use a simile, when we say, "The actions of princes are like those great rivers, the course of which every one beholds, but their springs have been seen by few." "As the mountains are round about Jerusalem, so the Lord is round about his people." "The music of Caryl was like the memory of joys that are past, pleasant and mournful to the soul." "The Assyrian came down, like the wolf on the fold," "And his cohorts were gleaming with purple and gold;" "And the sheen of their spears was like stars on the sea," "When the blue wave rolls nightly on deep Gallilee." 4. A Metonymy is where the cause is put for the effect or the effect for the cause; the container for the thing contained; or the sign for the thing signified. When we say, "They read Milton," the cause is put for the effect; meaning "Milton's works." "Grey hairs should be respected;" here the effect is put for the cause; meaning by "grey hairs," old age, which produces grey hairs. In the phrase, "The kettle boils," the container is substituted for the thing contained. "He addressed the chair," that is, the person in the chair. 5. Synecdoche or Comprehensio. When the whole is put for a part, or a part for the whole; a genus for a species, or a species for a genus; in general, when any thing less, or any thing more, is put for the precise object meant, the figure is called a Synecdoche. Thus, "A fleet of twenty rats," instead of, ships. "The horse is a noble animal;" "The raven is a faithful creature;" here an individual is put for the species. We sometimes use the "head" for the person, and the "waves" for the sea. 6. Personification or Prosopopoeia is that figure by which we attribute life and action to inanimate

objects. When we say, "the ground thirsts for rain," or, "the earth smiles with plenty;" when we speak of "ambition's being restless," or, "a disease's being deceitful;" such expressions show the facility, with which the mind can accommodate the properties of living creatures to things that are inanimate. m "ii 1

188 FIGURES OF SPEECH. The following are fine examples of this figure : "CheerM with the aratefni sn.ell, old Ocean smiles:" "The wilderness and the .olitarj place shall be 5.-iad for tbeia: and the desert shall rejoice and blossom a3 the rose." 7 An Apostrophe is an address to some person, either absent or dead, as if he were present and iistenrng to us. The address isfrequentlv made to a peisonified object; as, "Dealh is swallowed up in victory. O death! where is thy sting? Ograve! where is thy victory?" "Weep on the rocks of roaring winds, O maid of Inistore; bend thy fair head over the waves, thou fairer than the ^llost ot the hids when it moves in a sun-beam at noon, over the silence ot Morvcn. 8 Antithesis. Comparison is founded on the resem- blance, antithesis, on the contrast or opposition, of two objects. Examples; "Ifyouwishto enrich a person, study not to m- nase his stores, but to diminish his rsesirfs." "Tho' deep, yet clear; tho' gentle, 3et not dull: "Strong, without rage; without o'erflowmg, lull. '> HypERBOLB OR EXAGGERATION consists in magnifying an'object beyond its natural bounds. "As swift as the ,vind; as white as the snow; as slow as a snail; and the like, are extravagant hyperboles. "I saw their chief, tall as a rock of ice; his spear, the blasted fir;his shield, the rising moon; he sat on the shore, like a cloud of mist on the hill." 10 Vision is produced, when, in relating something that 13 past, we use the present tense, and describe it as actual- ly passing before our eves. 11 Interrogation. The literal use of interrogation, is to ask a question; but when men are strongly moved, whatever they would affirm or deny with great earnest- ness, they naturally put in the form of a question. Thus Balaam expressed himself to Balak : "The Lord is not man, that he should He, nor the son of man, that he should repent. Hath he said it! and shlll he not do it? Hath he spoken it? and shall he not make it good ?" 12. Exclamations are the effect of strong emotion, such as surprise, admiration, joy, grief, and the like. "O that \ had in the wilderness a lodging-place of way-faring men'." 13 Irony is expressing ourselves in a manner contrary to our thoughts: not with a view to deceive, but to add force to our remarks. . . . 14. Amplification or Climax consists in heightening all the circumstances of an object or action, which we de sire to place in a strong light. t

STNTAX. Corrections of the False Syntax arranged under the Rules and JVotest Rule 4. Frequent commission of sin hardens men in it. Great pains have been taken, &c. is seldom round. The sincerearf, &c. i's happy. What aval I, Sic__Disappointments WnA; the renewal of hopeg^tue*, &c. is without limit,/ia been conferred upon us. Thou caTist not heal but thou mayst do, &c. consists the happi- ness, &c. Who touchedsl, or didst touch Isaiah's hallowed lips with fire. JVofe 1. Ani wilt thou never be to Heaven resigned. And vho had great abilities, &c. JVofe 2. 3re peace and honour, was controversy. Rule 7. rAejn. that you visited. ftt'm that was mentioned. he who preached repentance,

&c. thei/ who died. he who succeeded. Rule 8. Time and tide wait, Sic. remove mountains, are both uncertain s dweH with, &c. affect the mind, Src. What signify the council and care, &c. are now perished. Why are whiteness and coldness, &c. bind ttem continually, &c. render their pos- sessor, &c. Rule 9. b the same in idea; is in the porphyry ; is remarka- ble. Sec, which moves merely as it is moved__affects us, Ac. Man's happiness or misery is, in a great measure, &c. for it may be, &c. Rule 10. The nation powerful. The fleet was seen, &c. The ohurch has. Sic. is, or ought to be, the object. Sec. it is feeble. Rule 11. My people do. Sic. The multitude eagerly pursue pleasure as their. Sic. were divided in their sentiments, and theij have referred, &c. The people rejoice give them sorrow. Rule 12. Homer"s works are, &c. Asa"s heart. James HarVs took. Note 1. It was the men, women, and children's lot, &c. or. It was the lot o/the men, women, and children. Peter, John, and An- drew's, &c. Note 2. This is Campbell the poet's production ; or. The produc- tion of Campbell, Sic. The silk was purchased at Brown's the mer- cer and haberdasher. Note 4. The pupiVs composing, &c. ruWs being observed. of i\\f^ presidenVs neglecting to lay it before the council. Rule 13. Of Aij audience. nut it on Jacob. sprinkle <Ae)/j and th y shall, &c. o(his reputation. Note. You were blamed ; you were worthy where were you? how far were you? Rule 14. VWho hast been, &c. tvho is the sixth tfeat has lost his life by this means. Who nil my sen=e conjinedst; or, didst confine. Nate. And broughtcst him forth out of Ur. Rule 16. They towhommuch is given, &c. withwhomyou asso- ciate, &c. whornl ere.\tly respect, &c. ichom we ought to love, and to whom, &r Thuy whom conscience. Sic. With w?iom did you walk.' tvhom did you sec? To whom did you give the book ' Is

'mi 190 KE^ TO THE EXERCISES^ Rule 17. Who gave John those Books? JVe. him viho livee in Pearl street. My brother anil he. She and /. Rule 18: JVofc 2. Thirty ions. twenty/eet. one hundred/a(ft- oms. JVofe 6. He bought a pair of new shoes. piece of elegant furni- ture. pair oifine horses. tract of poor land. M'ote 7. Are still more difficult to be comprehended. most dovbt- ful, or precarious way, &c. This model comes nearer perfection than OH/ I. Rule 19. jVoie. That sort; these two hours. TAm kind, &c. He saw onepfrson, or more than one, enter the garden. JVofe 2. Better than/nmseZ/.-is so small; /lis station may be, is bound by the laws. J^ole 3. On each side, &c. took each his censer. Rule 20. IVfiom did they, &c. yb who were dead, &c. They whom, opulence, whom luxury, &c. Him and them we know, &c. Her that is negligent, .<:c.-----my brother and me, &c.)f7io))i did they send, &c. Them whom he, &c. Rule 21. Itis/. If I were Ae. it is 7ie indeed. Whom do you, &c. Who do men say, &c. and who say ye, kc. whom do you imagine it to have been? it was/; but you knew that it was Rule 25. Bid him come. ilurst not rfo it. Hear him read, &c. makes us approve and reject. Sec. better to live than to outlive,&c. Rule25: JVote. The taking o/pains: or, witliouttaking pains,&c. The changing o/times, the removing and setting up o/kings. Rule 28:"jVofe 'J. He did me, I had written, he came home. befallen my cousin, he would have gone. already rwen. is 6e- gun. is spoken. would have written. had they tcritten, &c. Rule 29; JVoe 1. It can not, therefore, be, ic he was not often pleasing. should netcf be separated. We may live happily, &c. Rule 30 .,Vo(e. 1 don't know ani/MiHg; or, Umoic

nothing, &c. I did not see any body; or, I saw nobody, &c. Nothing either affects her. nor take no shape or semblance, &c. There can be nothing, &c. Keittver precept nor discipline is so forcible as example. Rule 31. For himself, among themselves. with whom he is, &c. With whom did, Sic. From whom did you receive instruction"! Rule 33. My brother and he, &c. You and I, &c. He and I John and he, &c. Between you and I, &c. Rule 34. And entreat me, &c. and acting differently, &c. Vote 1. But I may return but he will write no more. I vote I. Unless it rain. If he acquire liches, &c. Rule 35. Than I. as well as I, than they. but Ac. but he and I but them who had gone astray. Promiscuous examples. Him who is from eternity. Sec. depends all the happiness, which exists. Sec. The enemies whom, &c. Is it to whom, you requested? Though great/ment been, sincerely acknowledged. There was, in the metropolis. exercising our inemo- Ties. Was consumed. Affluence may give,--but it will not. of this world often choke. C Tem that honour; and <Ac/that despise. I intended to call last week- The fields look/re.ia and gay. wry neatly, finely woven paper. where I saw John Q. Adams, him who. ^like the first tv!0,--last J/iree. thirty feet high a union, a hy- pr',-:vi(i.-I hav" see him to whom you wrote, he would have come back, m'relumed., understands the nature, be re^ecfs. If tho'>

FIGURES OF SPEECH. 191 \ iludi/, thou wilt become. is not properly attended to. He knew, therefore, {olive done it. than the title. wry independently. duty to do. my friend's entering. is the best specimen, or, it comes nearer perfection than any, &c. blow thm, will go, &c. Each, of those two authors has his merit. Reason's whole, lie in. strikes the mind, than it the parts had been adjusted, with perfect symmetry. PUNCTUATION. COMMA. Corrections of the Exercises in Punctuation. RULE 1. Idleness is the great fomentor of all corruptions in the mind in heart. The friend of order has made half his way to virtue. All idleness is a sign of littleness. RULE 2. The indulgence of a harsh disposition, is the introduction to future misery. To be totally indifferent to praise or censure, is a real defect in character. The intermixture of evil in human society, serves to exercise the suffering graces and virtues of the good. RULES. Charity, like the sun, brightens all its objects. Gentleness is, in truth, the great avenue to mutual enjoyment. You, too, have your failings. Humility and knowledge, with poor apparel, excel pride and ignorance, under costly attire. The best men often experience disappointments. Advice should be seasonably administered. No assumed behaviour can always hide the real character. ' RULE 4. Lord, thou hast been our dwelling place in all generations. Continue, my dear child, to make virtue thy chief study. Canst thou expect, thou betrayer of innocence, to escape the hand of vengeance.' Death, the king of terrors, chose a prime minister. Hope, the balm of life, soothes us under every misfortune. Confucius, the great Chinese philosopher, was eminently good, as well as wise. The patriarch Joseph is an illustrious example of true piety. RULE 5. Peace of mind being secured, we may smile at misfortune. To enjoy present pleasure, he sacrificed his future ease and reputation. His talents, formed for great enterprises, could not fail of rendering him conspicuous. The path of piety and virtue, pursued with a firm and constant spirit, will assuredly lead to happiness. All mankind compose one family, assembled

under the eye of one common Father. RULE 6. We have no reason to complain of the lot of man, nor- of the mutability of the world. Sensuality contaminates the body, depresses the understanding, deadens the moral feelings of the heart, and degrades man from his rank in creation. Self conceit, presumption, and obstinacy, blast the prospects of many a youth. He is alternately supported by his father, his uncle, and his elder brother. The man of virtue and honour, will be trust- ed, relied upon, and esteemed. Conscious guilt renders one mean- spirited, timorous, and base. An upright mind will never be at a ss to discern what is just and true, lovely, honest, and of good re rt. Habits of reading, writing, and thinking, are the indispen- qualifications of a good student. The great business of li' employed in doing justly, loving mercy, and walking hu ^M

\r^ wm -\ 192 KEY TO THE EXERCISES. ? ,with our Creator. To live soberly, righteously, and piously, com- nrehends the whole of our duty. .u 'in our health, life, possessions, connexions, pleasures, there are nauses of .leray imperceptibly working. Deliberate slowly, exe- cute promptly Au iile, trifl'ing society, .s near akm t<.-ch as .s corru^ting. ^This unhappy person had been seriously, affection- ately admonished, but in vain. . , .V 1J TKo RULE 7. How much better it is to get wisdom than gold. The friendships of the world can exist no longer than interest cemen them Eat what is set before you. They who excite envy, wi e,!uv incur censure. A man who is of a detracting spjr.t, w. 1 Ti^sconstrue the most innocent words that can be put together. Many of the evils which occasion our complaints of the world, are ""rhe'genTmSk is like the smooth stream, which reflects every ohiec? in it3-jusU,roportion, and in its fairest colours InHhat Scted ciilil^ which springs from a gentle mmd, there is an "nc^parable charm. The Lord, whom 1 serve, is eternal. This , is the man we saw yesterday. i, j _ RULE 8. Idleness brings forward and nourishes many bad pas, ,ions True friendship will, at all times, avoid a rough or careless beh.;io.r Health and pe'ace, a moderate fortune, and a few Mends sum up all the undoubted articles of temporal felicity. Truth sfkiC and artless, simple and sincere, uniloria and con i^ tent Intemperance destroys the strength of our bodies, and the "RULE9!"Aia'^companion, he was se^re and satirical; a, a friend, captious and dm,<rerous. If the s#ing put forth no b psy ; m^n summer there will be no beauty, and in autumn no frui . , So if yo- Uhbe trifled away without improvement, manhood will '^'^^ULrio"Thc""beUev:I^;eta" He did not know that 1 wa^ ihe man l^new she was still alive. The greatest misery s to be condemned by our own hearts. The greatest misery thft- we can e.^dui'e, is, to be condemned by our own hearts. SEMICOLON. RUi,E 1. The path of truth is a plain and safe path; .-that < fahihooM is a perplexing maze. Heaven is the region of gentle nessand f iend^hip; hell, of fierceness and animosity As there : ,.1H1 hanniness which God perceives to be no other than d. L^drifeTas there are worldr, honours, which, in his ^stima- iroCare a reVroach; so, there is a worldly wisdom, which, in h.s sight, is foolishness. .. / But all subsists by elemental strife; And passions are the elements of life. COLON. RULE 1. The three great enemies to tranquillity, "e vice, e; nefstition. and idleTiesT

vice, which poisons and disturb-the mn Tidd passions; superstition, which fdl's it with imagmaty tc
Tours ;WleW>s. which loads it with ted.ousness and disgust. ' END. i^ . ^^^^afe^Mi.m: -i

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